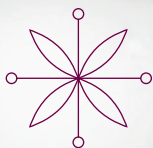


The Abstract Book of the 22nd European Conference on Developmental Psychology



August 25-29, 2025
Vilnius, Lithuania

<https://doi.org/10.15388/ECDP.2025>

The Abstract Book of the 22nd European Conference on Development Psychology

August 25–29, 2025

Vilnius, Lithuania



VILNIAUS
UNIVERSITETO
LEIDYKLA

2026

Scientific committee:

- Vilmantė Pakalniškienė (chair)
- Rima Breidokienė
- Lysanne Te Brinke
- Simona Caravita
- Goda Gegieckaitė
- Neringa Grigutytė
- Jessie Hillekens
- Willem Koops
- Beata Krzywosz-Rynkiewicz
- Francesca Lionetti
- Saulė Raižienė
- Lauryna Rakickienė
- Maja Schachner
- Dagmar Strohmeier
- Spyridon Tantaros
- Peter Titzmann

Local organizing committee:

- Vilmantė Pakalniškienė (chair)
- Roma Jusienė (co-chair)
- Rasa Barkauskienė
- Rima Breidokienė
- Goda Gegieckaitė
- Neringa Grigutytė
- Antanas Kairys
- Vita Mikuličiūtė
- Dalia Nasvytienė
- Saulė Raižienė
- Lauryna Rakickienė
- Monika Skerytė-Kazlauskienė
- Olga Zamalijeva
- Arūnas Žiedelis

Organisers:



Faculty of
Philosophy



Partners & Sponsors:



THE
WEMP
FOUNDATION
愛望基金



LMT

Lietuvos mokslo taryba

Konferenciją, kurios santraukos publikuojamos šiame leidinyje, iš dalies finansavo Lietuvos mokslo taryba (LMTLT), sut. Nr. S-MOR-25-11.

The authors are responsible for the content of their abstracts. The organizers assume no responsibility for the quality of the abstracts or the accuracy of the information.

Copyright © 2026 [Vilmantė Pakalniškienė, Roma Jusienė, Olga Zamalijeva]. Published by Vilnius University Press This is an Open Access article distributed under the terms of the Creative Commons Attribution Licence, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. <https://doi.org/10.15388/ECDP.2025>
ISBN 978-609-07-1244-3 (skaitmeninis PDF)



FOREWORD

Dear Reader,

You are welcome to explore the Abstract book of the 22nd European Developmental Psychology Conference in Vilnius!

We were thrilled to invite so many researchers, practitioners, students, and enthusiasts in developmental psychology to join us for this prestigious event in Vilnius, Lithuania. Hosted by Vilnius University in collaboration with the European Association for Developmental Psychology, this conference was a significant event, fostering the exchange of ideas, innovations, and experiences among professionals across Europe and beyond.

Our Scientific Committee curated a compelling program featuring prominent speakers who share their latest findings and insights in developmental psychology. Attendees participated in engaging presentations, thought-provoking symposiums, and stimulating discussions that paved the way for new collaborations and advancements in the field.

We believe that this Abstract book allows for a sneak-peak of the valuable output by a vibrant community dedicated to advancing the field of developmental psychology.

Sincerely yours,

Vilmantė Pakalniškienė and the Organizing Committee



EUROPEAN CONFERENCE
ON DEVELOPMENTAL PSYCHOLOGY

August 25-29, 2025

Vilnius, Lithuania

**SCIENTIFIC PROGRAM
AND AGENDA OVERVIEW**

Date: Monday, 25/Aug/2025

1:00pm - 4:30pm

WORKSHOP: Structural Equation Modeling in Developmental Psychology: Longitudinal and Experimental Data Analysis Techniques

Lecturer:

Inga Truskauskaitė

WORKSHOP: Preventing Anxiety and Depression in Children and Adolescents

Lecturer:

Cecilia A. Essau

WORKSHOP: From Developmental Science to Societal Impact

Lecturers:

Lysanne te Brinke, Tuğçe Aral, Chiara Ceccon and Maria Chiara Basilici on behalf of ERU board

2:30pm - 5:30pm

EADP Council meeting

6:00pm - 7:45pm

OPENING CEREMONY, PREYER AWARD

Welcome by Prof. Vilmantė Pakalniškienė and EADP president, Prof. Spyridon Tantaros

Greetings of the Vilnius University – Rector prof. Rimvydas Petrauskas

William Thierry Preyer Award presented by Prof. Willem Koops

William Thierry Preyer Awardee laudatio by Prof. Spyridon Tantaros

William Thierry Preyer Award Keynote by Prof. Luc Goosens

8:00pm - 10:00pm

WELCOME RECEPTION



ECDP2025

Date: Tuesday, 26/Aug/2025			
9:00am - 10:00am			
PLENARY SESSION. KEYNOTE: Livio Provenzi Into the Translational Parentome: From Developmental Psychobiology to Family-centered Care Chair(s): Spyridon Tantaros			
10:30am - 12:00pm			
S601: INVITED SYMPOSIUM: Centering Majority World in Developmental Science <i>Presentations of the Symposium</i> Vaishali V. Raval. Majority World Developmental Science Research: Challenges and Recommendations. Shanu Shukla. What can authors do to center Majority World research in Developmental Science? Graciela Espinosa- Hernández. What can reviewers and editors do to center the Majority World research in Developmental Science?	S602: SYMPOSIUM: Unravelling trauma and stress: Developmental and multilevel insights into risk and resilience <i>Presentations of the Symposium</i> Pasquale Musso. Stressful Life Events and Youth Delinquency: Exploring Family and Peer Support as Mediators or Moderators in a Longitudinal, Diverse Sample Christina Koretsidou. Exposure to trauma in young adults and multisystemic resilience: the aftermath and the mental health impact. Fabiola Silletti. COVID-19 Links to Maternal Anxiety and Depression: The Roles of Long-COVID, Self-Efficacy, and Partner Support Rima Breidokienė. Considering the Links between Adverse Childhood Experiences, Mentalization, Epistemic Trust, and Eating Disorders Psychopathology in Young Adulthood	S603: SYMPOSIUM: Voices, Behaviors, and Interventions: Comprehensive Insights into Bullying, Cyberbullying and Students' Well-Being <i>Presentations of the Symposium</i> Laura Menabò. Unpacking School Bullying: A Consensual Qualitative Study of What Matters to Students Federica Angelini. The Role of School Refusal in the Association Between Peer Victimization and School Dropout Risk Olga Jiménez-Díaz. Understanding Adolescents Bystanders' Responses to Cyberbullying: Insights from a Web-Based Experimental Study Phillip Slee. Big Talks for Little People: A Pilot Study of an Australian Classroom Based Digital Mental Health Program	S604: SYMPOSIUM: Expanding the Horizon in Mentalization <i>Presentations of the Symposium</i> Oana Benga. Maternal Mind-Mindedness and Children's Expressions of Shyness during a Performance Task Cristina Colonnese. Evolving Mind-Mindedness: Parental Interactional Mind-Mindedness with Older Children in Pleasant and Stressful Interactions Nina Mellenius. The First Goodbye: Parent-Child Interaction during Separation Situation in the Light of Parental Mentalization Jenny Marttila. The Role of Mentalization in Enhancing Early Childhood Education and Care (ECEC) Professionals' Interaction and Relationships with Children
Chair(s): Peter F. Titzmann	Chair(s): Fabiola Silletti, Pasquale Musso	Chair(s): Laura Menabò	Chair(s): Ruben Fukkink, Jenny Martilla

S605: SYMPOSIUM: Self-Regulation in Preschoolers: Embodied Approaches to Early Development <i>Presentations of the Symposium</i> Silvia Ampollini. From the Bottom to the Top: Enhancing Preschoolers' Executive Functions and Self-Regulation through Daily Intersensory Synchrony Experiential Practice Alice Bowmer. The Impact of a Musical Intervention on Preschool Children's Executive Functions Kate Williams. Rhythm and movement for self-regulation, executive function, social, and behavioural skills in the preschool years: The RAMSR program Chair(s): Silvia Ampollini	T601: THEMATIC SESSION: What They See and What They Do Online: Digital Content and Youth Behavior <i>Presentations of the Session</i> Marlies Van de Castele. Assessing the Impact of Smartphone Bans in Schools: A Longitudinal and Multi-Informant Approach. Kun-Hua Lee. Identify High-Risk Messages of Adolescents in Social Media by Machine Learning. Daria Dodan. Content Matters: A Mixed-Methods Study of the Relations Between the Content Adolescents Consume on TikTok and the Activities They Perform. Sevim Yildiz Aslan. Adolescents' Social Networks and Attitudes: A Longitudinal Study of Face-to-Face and Electronic Contact with Syrian Peers. Chair(s): Lowie Bradt	T602: THEMATIC SESSION: Emotion Regulation, Peer Experiences, and Self-Development in Middle Childhood and Adolescence <i>Presentations of the Session</i> Fatma Betul Abut. Emotion Regulation Skills in Children and Adolescents: A National Study Mallory A. Millett. Invisible children: Examining the characteristics and well-being of children who receive little to no peer attention at school Edoardo Saija. Engaging with Students' Sadness: A Multi-Method Approach to Exploring the Emotion Socialization Behaviors of Primary School Teachers Minna Ikävalko. Primary school students' profiles of self-regulatory efficacy sources—Transitions and association with self-regulatory efficacy Kristine Rensvik Viddal. Examining Reciprocal Relations Between Self-Concept and Social Exclusion in Early Adolescence – a Within-Person Approach Chair(s): Fatma Betul Abut	T603: THEMATIC SESSION: Foundations of Social and Emotional Adjustment in Early Childhood <i>Presentations of the Session</i> Katja Tervahartiala. Participation in out-of-home childcare mitigates the association between maternal psychological distress and child behavioral problems at the age of 2 years Ana Margarida Fialho. Contributions of a professional development model on children engagement and development in childcare centers Michal Reifen-Tagar. The emergence of children's authoritarian and social dominance attitudes Matilde Brunetti. Young Children's Perception of Peers' Social and Solitary Preferences in Italy Marina Camodeca. Smartphone use in young children: Associations with social competence and bullying Chair(s): Katja Maarit Tervahartiala

S606: SYMPOSIUM: From the Womb to Emerging Adulthood: Understanding the Impacts of Climate Change and Environmental Exposure on Development and Well-being <i>Presentations of the Symposium</i> Sarah Nazzari. Environmental contributions to developmental epigenome: Pollutants and greenness exposures during the first thousand days Pamela Akinyi Wadende. Voices from Northern Kenya Turkana adolescents experiencing climate change-triggered mental distress Tooba Nadeem Akhtar. Adolescent Development Amid Climate Change: Lived Experiences from Two Climate-Vulnerable Regions Cansel Karakas Ozden. Climate Emotions in Young People: A Systematic Review on the Prevalence, Development, and Links to Mental Health and Pro-environmental Behaviors	T604: THEMATIC SESSION: Advancing Measurement in Developmental Psychology: Tools Across the Lifespan <i>Presentations of the Session</i> Daiva Daukantaitė. Understanding Adolescent Embodiment: Development, Validation, and Mental Health Applications of the 12-Item Embodiment Scale (ES-12) Maja Kučar. Why, not how much - Exploring Motivations for Digital Technology Use in Adolescents Ayako Nakashita. Psychometric Properties of the WRAADDs in Japanese Adults with ADHD: Focus on Emotional Dysregulation Elisabeth Benkheldir. Validation of a transdiagnostic early screening tool for warning signs of neurodevelopmental disorders in infants under one year	T605: THEMATIC SESSION: Young Minds, Bright Futures: Promoting Mental Health and Life Satisfaction in Emerging Adults <i>Presentations of the Session</i> Josimar Antônio de Alcântara Mendes. RRI-YPMH – An RRI Framework for the Responsible Involvement of Young People in Mental Health Projects. Cemre Yavuz-Şala. University Adjustment Journey: Examining the University Adjustment Process of First-Year Students through Longitudinal Research Beata Krzywosz-Rynkiewicz. When Helping Brings Happiness: Changes in Psychological Well-being and Life Satisfaction and the Motivation to Help on different life stages. Ana Frichand. Predicting life satisfaction across the life span: the role of time orientation and formulation of developmental tasks Patrik Söderberg. From Resilience to Well-Being: Exploring the Role of Emotional Reactivity.	T606: THEMATIC SESSION: Being and Becoming in Adulthood: Emotional, Social, and Developmental Perspectives <i>Presentations of the Session</i> Goda Gegieckaitė. How middle-aged women experience their aging: a qualitative study Indrė Muraškaitė. A Look from Within: Autistic Adults' Experiences of Building Connections with Strangers Alessia Teresa Virzi. The relations between Inhibitory Control and Empathy-related responses: A Daily Diary Study Filomena Parada. The temporal dynamics of young adults' personal goals: An eight-year longitudinal study Samantha Erika N. Mendez. Meaning in Life at Midlife for Single and Childfree Filipino Women
Chair(s): Cansel Karakas Ozden	Chair(s): Daiva Daukantaite	Chair(s): Josimar Antônio de Alcântara Mendes	Chair(s): Goda Gegieckaitė

1:00pm - 2:30pm			
S607: INVITED SYMPOSIUM: LGBTQ+ Youth and Families: Growing up in the Context of Stigma <i>Presentations of the Symposium</i> Maisie Matthews. Social, familial, and psychological factors affecting wellbeing in bisexual father families Jessie Hillekens. Nonbinary identities are not 'elitist' or 'woke': Demographic characteristics and social relationships of nonbinary youth in three community samples in the Netherlands and Belgium Susie Bower-Brown. A Trans Moral Panic? Exploring the media and policy backlash against gender-diverse youth in the UK	S608: SYMPOSIUM: Environmental Sensitivity and Temperament: Associations and Patterns of Differential Susceptibility from Infancy to Middle Childhood <i>Presentations of the Symposium</i> Francesca Lionetti. Environmental Sensitivity and associations with temperamental regulatory aspects: empirical data from infancy to middle childhood Sofie Weyn. Observer-Rated Environmental Sensitivity and its Characterisation at Behavioural, Genetic, and Physiological Levels Danni Liu. Testing Children's Differential Susceptibility to Parenting in Interventions Using Pooled Data from Seven Randomized Trials Discussant(s): Michael Pluess	S609: SYMPOSIUM: Peer Status as Predictor of Social Functioning in Adolescence and Emerging Adulthood <i>Presentations of the Symposium</i> Ana Bravo. Friendship and Popularity Network Effects on Adolescents' Popularity Perceptions: Exploring the differences among students at secondary school levels Carlo Marinoni. Peer Status as Protective or Risk Factor for Cyberbullying: A Longitudinal Study among Italian Adolescents Nina S. Chmielowice-Szymanski. Peer Social Status in Emerging Adults' Peer Groups Nathalie A.H. Hoekstra. From Playground to Profession: A Developmental Tasks Perspective	S610: SYMPOSIUM: Development of children's emotion knowledge - results from 3 countries in Europe <i>Presentations of the Symposium</i> Patricia Moreira. Contributions of the Adaptive Test of Emotion Knowledge (ATEM 3-9) in outlining the socio-emotional profile of a Portuguese sample Tatiana Diebold. Longitudinal associations between emotion knowledge and positive peer relationships in Swiss preschool classrooms Maria von Salisch. What predicts growth in primary school children's emotion knowledge? Maria von Salisch. What comes first: children's language skills or their emotion knowledge?
Chair(s): Susie Bower-Brown	Chair(s): Francesca Lionetti	Chair(s): Nathalie Hoekstra	Chair(s): Maria von Salisch

S611: SYMPOSIUM: Biobehavioral dynamics of family interactions: socioemotional development in children taking into account synchrony, attachment and family resilience <i>Presentations of the Symposium</i> Julia Scarano de Mendonça. Family resilience among the “ribeirinhas” in the Amazon region Michel Sfeir. Triadic stress resilience transmission: the role of attachment and synchrony Valentine Rattaz. Cooperative, conflictual, or disordered family alliance: Influence on infants’ physiological regulation during family interactions Eliala Alice Salvadori. Individual differences in the developmental trajectories of joint attention: a 5-waves longitudinal study in the first years of life Chair(s): Michel Sfeir	T607: THEMATIC SESSION: Digital Risks and Adolescent Vulnerabilities <i>Presentations of the Session</i> Hamide Avci. Social Media Engagement in Early Adolescence and Perceived Problematic Use in Late Adolescence: The Moderating Role of Parents and Peers Federica Angelini. The Role of Social Media Activity in the Link Between Problematic Use and Loneliness in Adolescence Peiyao Tang. Young people’s awareness of, and attempts to manage, the negative impact of digital activity on their mental health: The Managing My Life Online questionnaire Ana Žulec Ivanković. Preliminary findings of the project “Smartphone Use, Sleep, and Mood: A cross-cultural study on the role of emotion regulation” / EADP Collaboration Grant Paper Matea Bodrožić Selak. Children’s Smartphone Use and Parent-Child Conflicts: The Moderating Role of Hyperactivity Chair(s): Hamide Avci	T608: THEMATIC SESSION: Moral Development and Prosocial Behavior in Youth <i>Presentations of the Session</i> Yentl Koopmans. The Association Between Attentional Biases and Loneliness in Early Adolescence Ekin Doğa Kozak. Shame memories of mother and daughter dyads: Personal shame memories Virginia Isabel Barrero Toncel. Guilt Feelings and Prosocial Behavior from Adolescence to Young Adulthood Beril Kiyak Yilmaz. Maternal Parenting Beliefs and Behaviors, Internalization of Moral Values, and Prosocial Behaviors: A Path Analysis Laura K. Taylor. GENERATION PEACE: Developing and validating a cross-cultural Youth Peacebuilding Scale Chair(s): Yentl Koopmans	T609: THEMATIC SESSION: Relational Foundations of Early Development: Parenting, Stress, and Support Systems <i>Presentations of the Session</i> Ramona Sandnes. Attachment and parental psychological distress in the context of very preterm birth Saara Nolvi. Preliminary Evidence for Parental Buffering Effect - Child Performance in an Emotional Go/No-Go Task at 9.5 Years of Age is Improved with Parental Presence Melike Gundogdu. Investigation of the Behavior of Mothers with Gifted Children in The Preschool Period in The Context of The Domain-Specific Socialization Approach Garance Paimparet. Child Temperament as a Moderator of the Link Between Parental Burnout and Violence: The Role of Sibling Temperament Similarity in Belgian Families Shu hsien Tseng. Exploring an AI Parent Training System to Support Transition Preparation for Young Children with Special Needs in the Social-Emotional Domain Chair(s): Ramona Sandnes

S612: SYMPOSIUM: The Faces of Online Hate Speech: Who Is Exposed, Who Stands Up, and Who Pays the Price? <i>Presentations of the Symposium</i> Olga Jiménez-Díaz. How do adolescents behave in the face of cyberhate? Implication roles, Bystander Responses, and Insights for Promoting Defensive Behaviors Noemi Di Brango. Psychological Factors Influencing Adolescents' Willingness to Counteract Online Hate Speech: The Role of Empathy, Self-Efficacy, and Meaning in Life Serena Verbena. Online Hate Speech and Adolescents' Well-Being: Unraveling Its Daily Impact on Youth with Migrant Background	T610: THEMATIC SESSION: Rethinking How We Study Development: Methods, Measures, and Marginalized Voices <i>Presentations of the Session</i> Jallu Lindblom. Addressing Key Questions in Developmental Psychology: Lessons from the 20-Year Miracles of Development Study Arkadiusz Bialek. Can Psychology Become Less ODD? CVML-Based Reintegration of Behavioral Observation into Psychological Research Lida Anagnostaki. Measuring kindergarten teachers' child maltreatment detection and reporting behavior: are we doing it correctly? Jana Kreppner. Towards a 'trauma-informed' approach to peer-research: Reflections on peer research with unaccompanied asylum-seeking youth during the UK's COVID-19 Lockdown. Charlotte van Tuijl. Beyond Good Intentions: Promising Practices and Preventable Failures in Engaging 'Hard-to-Reach' Youth in Participatory Research on Street Harassment	T612: THEMATIC SESSION: Development in Later Life: Cognition, Identity, and Life Course Transitions <i>Presentations of the Session</i> Antanas Kairys. The Transition to Retirement: How Retirement Intentions, Workplace Quality and Social Activity Shape Outcomes Aysu Alkış. A Qualitative Study: Grandmothers and Mothers Are (Not) on the Same Page for Grandchildren Viktorija Azuma. Exploring Lifestyle as a Mediator Between Education, Personality Traits, and Cognitive Abilities in Older Adulthood Austėja Kiliutė. The paradox of aging: exploring the link between cognitive function and driving competence Niall Costello. "Complicating Factors": Investigating occupational complexity as a measure of cognitive reserve among older Irish adults	R602: ROUNDTABLE DISCUSSION: Sustainable Developmental Science <i>Discussant(s):</i> Dagmar Strohmeier Willem Koops Susan Branje Linda Juang
Chair(s): Benedetta Emanuela Palladino	Chair(s): Jallu Lindblom	Chair(s): Antanas Kairys	Chair(s): Spyridon Tantaros
2:30pm - 3:30pm			
POSTER SESSION 1			

3:30pm - 4:30pm

PLENARY SESSION.

KEYNOTE: **Michael Pluess**

The Effects of War and Displacement on Syrian Refugee Children: Risk and Resilience

Chair(s): **Dagmar Strohmeier**

4:30pm - 6:00pm

T611: THEMATIC SESSION: Sexual Identity Development and LGBTQ+ Diversity, Stigma, and Social Safety

Presentations of the Session

Christopher Osterhaus. The Impact of Theory of Mind Abilities on the Coming-Out Process in LGBTQ+ Teenagers

Rasa Katinaité. "You Feel Unsafe the Moment You Close Your Front Door": LGBTQ+ Individuals Experiences of Social Safety and Insecurity

Marie-Aude Boislard. "It's a lot of responsibility to be someone's first time": Exploring the Impact of Virginity Disclosure on Emerging Adults Using a Mixed-Methods Study of Reactions After a Hypothetical First-Date Disclosure

Yuria Demizu. Camouflaging and Mental Health in Adults with Comorbid ASD and Gender Dysphoria: A Double-Minority Perspective

Ayşen Göncü. The Intersection of Autism, Gender and Sexuality: Contemporary Perspectives on Identity Development

Chair(s): **Rasa Katinaité**

S613: SYMPOSIUM: Escaping War is only Half the Journey: Correlates and Antecedents of Psychosocial Functioning in Children and Adolescents from a Refugee Background

Presentations of the Symposium

Yulan Chen. Trust Perception in Syrian Refugee Children

Saira Wahid. Shadows of Past and Present: The Relation of Trauma and Post-Migration Stress with Self-Concept Clarity among Ukrainian Youth

Hend Eltanamly. Do Momentary Manifestations of Trauma Explain the Link Between Post-Migration Stress and Parenting in Refugee Families?

Discussant(s): Michael Pluess

Chair(s): **Saira Wahid**

S614: SYMPOSIUM: Risk and Protective Factors in Parenting and Their Impact on Children's Development: Family Systems Considerations

Presentations of the Symposium

Yana Segal Sirotkin. Infant Triadic Emotion Regulation: Relations with coparenting and exploration of gender differences

Carmen Berenguer. Online Psychosocial Intervention for Families of Children with Autism: Impact on Coping Strategies and Parental Stress

Ragni Benedetta. The Mediating Role of Mindful Parenting in the Relationship Between Technoference and Child Development Outcomes

Discussant(s): **Simona De Stasio, Benedetta Ragni**

Chair(s): **Carmen Berenguer**

S615: SYMPOSIUM: Individual, Contextual, and Temporal Antecedents and Consequences of Ethnic-Racial Discrimination among Children and Youth

Presentations of the Symposium

Jellie Sierksma. How Do Children Distribute Different Types of Help? The Role of Task Difficulty and Recipient's Ethnicity

Savaş Karataş. The Cost of Peer Ethnic Discrimination: Interrelations with Ethnic Identity and Identity Coherence among Ethnic Minority Adolescents

Juan Del Toro. Ethnic-Racial Identity Exploration Instills Early Adolescents of Color with Resilience Against Racial/Ethnic Discrimination: A Co-Sibling Control Study

Yijie Wang. Systematic Review and Meta-Analysis: Racial-Ethnic Discrimination and Young People's Mental Health in Intensive Longitudinal Studies

Chair(s): **Savaş Karataş**

S616: SYMPOSIUM: Novel insights into adolescent gaming: Focusing on the individual and parental contexts	T613: THEMATIC SESSION: Growing Up in a Social World: Norms, Identity, and Belonging	T614: THEMATIC SESSION: Supporting Children and Parents Through Early Interventions	T615: THEMATIC SESSION: Well-being and Identity Development in Diverse Cultural and Social Contexts
<i>Presentations of the Symposium</i>	<i>Presentations of the Session</i>	<i>Presentations of the Session</i>	<i>Presentations of the Session</i>
Sa Qieer. Gaming and adolescent mental health: Gender differences and the role of motives for gaming Russell Turner. Gender differences in parenting adolescent gaming behaviours: The role of parent-adolescent fit on adolescent mental health Lowie Bradt. Are parental behaviors driving problematic gaming, or the other way around? Longitudinal and reciprocal associations between changes in parental restrictive mediation and problematic gaming behaviors Discussant(s): Sabina Kapetanovic	Lipaz Shamo-Nir. Children's Intergroup Perceptions and Prosocial Behaviors in a Divided Society: Insights from Israel Jiefeng Ying. Associations Between Felt Pressure to Conform to Gender Norms and Dutch Children's Gender-Typical Views on Future Career and Family Life Wibke Eickmann. Do preschoolers from three countries prefer their ingroup for altruistic sharing and helping? Amanda W.G. van Loon. The effectiveness of the Dutch Meaningful Roles program in children: A cluster randomized controlled trial.	Zeynep Özdoğru. Effects of an Early Childhood Emotion Regulation Program on Children's Problem Behaviors and Parental Self-Efficacy in Türkiye Tess Bretesché. Enhancing Emotional Security and Socio-Emotional Development of Children in Foster Care: Effects of the Attachment Video-feedback Intervention (AVI) Lea Tangelev Greve. Effects of invest in Play parenting groups on disruptive child behavior, in comparison to a European individual participant data meta-analysis of intervention trials Feyza Çorapçı. Feasibility and Acceptability of a Nurse-Implemented Attachment-Based Program in Türkiye	Yan Li. Early Life Stress, Peer Relationships in Middle Childhood, and Attachment in Adolescence Alejandra Caqueo-Úrizar. Mental Health in Indigenous Children and Adolescents: The Contribution of Cultural Background Ahsen Zulal Ozturk Unal. The Role of Maladaptive Perfectionism in Perceived Academic Failure of Adolescents: A Moderated Mediation Model of Gender and Academic Procrastination Gözde Başkaya. The Meaning of Childhood: Gifted Children's Perceptions of Their Own Childhood
Chair(s): Stefanie A. Nelemans	Chair(s): Lipaz Shamo-Nir	Chair(s): Rima Breidokiene	Chair(s): Yan Li

S617: SYMPOSIUM: Modern Families: Overparenting and its linkages to adolescent and parental functioning <i>Presentations of the Symposium</i> Marta Żegleń. Polish Mothers Navigating Work and Family Life: Maternal Guilt as a Mediator Between Intensive Parenting and Work-Family Conflict Rick van Logchem. PARADOx-Project: Can Parenting Advice Strengthen Family Functioning and Adolescent Well-Being? A Randomized Controlled Trial (RCT) Melanie Zimmer-Gembeck. Parent-reported and Youth's Perceived Overprotective Parenting Features: Associations with Decision-Making and Coping Self-efficacy as Markers of Youth's Autonomy Savannah Boele. Moments of Overparenting Triggered by Adolescents' Negative Affect	T616: THEMATIC SESSION: Advancing Psychological Assessment in Developmental Contexts <i>Presentations of the Session</i> Paulina Zelviene. How to recognize traumatization in young children: The new Odense Child Trauma Screening (OCTS) tool in Lithuania Josimar Antônio de Alcântara Mendes. A Developmental Approach to 'Best Interests': The 'Best Interests Matrix' as an Evaluation Tool for Child Custody Cases Lior Weinreich. Evaluating a Learning Disorders Platform Based on the RE-AIM Framework: Insights from Web Analytics and User Experience Heta Tuominen. Assessing student burnout with the BAT: Psychometric properties and links to well-being among general upper secondary, vocational upper secondary, and higher education students Patrik Söderberg. Measuring Resilience in Healthcare: Validity and Cross-Cultural Comparability of the CD-RISC-10 and Grit-S	T617: THEMATIC SESSION: Parent-Infant Interactions and Socioemotional Development <i>Presentations of the Session</i> Hervé Tissot. Infants' trajectories of physiological emotion regulation during parent(s)-infant interactions and links with infant temperament: An exploratory study Ilenia Passaquindici. From dyadic connection to curiosity to the world: how mindfulness in parenting and maternal well-being promote curiosity during early childhood Eszter P. Remete. Distracted glances: The effects of smartphone-use strategies on mother-infant interaction dynamics Hilal H. Şen. Developmental Changes in Mother-Infant Synchrony: Behavioral and Affective Patterns in a Free-Play during the First 18 Months Nazlı Tutku Şeşen. Sleep Quality of Child and Maternal Relationship Satisfaction: The Mediator Role of Maternal Sleep Quality	T618: THEMATIC SESSION: Understanding and Supporting Learners: Anxiety, Motivation, and Equity <i>Presentations of the Session</i> Mia Maurer. Teacher and Parent Beliefs about Children's Competence: Longitudinal and Interactive Effects on Children's Interest and Self-concept of Ability in Literacy and Math Riikka Mononen. Longitudinal relations between math anxiety and performance: the role of self-concept and interest Jenny Maurer. Intervention with a serious game in children with mathematical difficulties and ADHD Pinja Tähti. Reducing math anxiety by relaxation and multiplication training in primary school classrooms: An intervention study
Chair(s): Savannah Boele	Chair(s): Paulina Zelviene	Chair(s): Hervé Tissot	Chair(s): Mia Maurer
6:00pm - 7:00pm			
PRESIDENTIAL ADDRESS			
7:00pm - 8:30pm			
EADP BUSINESS MEETING			

Date: Wednesday, 27/Aug/2025

9:00am - 10:00am

PLENARY SESSION.

KEYNOTE: **Rasa Barkauskienė**

Navigating the Complex Challenges of Adolescence: Emerging Personality Dysfunction and Its Outcomes

Chair(s): **Vilmantė Pakalniškienė**

10:30am - 12:00pm

S701: INVITED SYMPOSIUM:

Peer Relations and Empathy in Adolescence: Individual and Contextual Contributors

Presentations of the Symposium

Carolina Aparício Araújo. Empathy in adolescence: How do sociocognitive, emotional, and relational dimensions impact its development?

Carla Martins. The impact of mentalization and emotion regulation on the quality of relationships with peers: from preschool to adolescence
Natvidade S. Couto Pereira. Emotion regulation and rejection sensitivity in adolescents: is there an impact of early life adversity?

S702: SYMPOSIUM: **Individual Differences in Environmental Sensitivity Across Different Perspectives and Contexts: From its Assessment to its Role in Youths' Adjustment**

Presentations of the Symposium

Sofie Weyn. Examining the Psychometric Properties of the Highly Sensitive Child Scale Within and Across Four European Countries

Alessandra Sperati. Combining Mothers' and Fathers' Perceptions to Understand Children's Environmental Sensitivity and Implications for Emotional Adjustment

Rita Pinto. Effects of Standard Triple P delivered in real-world settings: Are there benefits to program outcomes related to children's sensitivity?

Chiara Ceccon. The Association of Postmigration Stressors and Intolerance of Uncertainty to Posttraumatic Stress Disorder in Asylum Seekers: The Moderating Role of Environmental Sensitivity

S703: SYMPOSIUM: **Exploring Emerging Adulthood: Navigating Challenges, Relationships, and Development**

Presentations of the Symposium

Elisavet Chrysochoou. The conscience background of prosocial behaviour in emerging adulthood: the role of family relationships

Oliver Robinson. A mixed-methods analysis of developmental crisis episodes in early adulthood: Comparing data from eight countries
Eirini-Spyridoula Mastellou.

Intergenerational dynamics of self-esteem in emerging adulthood: exploring the role of parenting
Alexandra Philotheou. The mediating role of optimism in the relationship between young adults' emotional intelligence and climate anxiety
Discussant(s): Marcel Van Acken

S704: SYMPOSIUM: **Screen-Based Media Use and Cognitive Development in Preschool Age**

Presentations of the Symposium

Roma Jusienė. Associations Between Preschoolers' Language Skills and Screen Media Time, Type, and Content

Tiia Tulviste. Screen Time vs. Parent-Child Conversations in Toddlers' Language Development

Emma L. Axelsson. Screen Time and Executive Function in Preschoolers: Interactions with Sleep, Content Type and Degree of Interaction

Lauryna Rakickienė. Preschoolers' Use of Different Screen-Based Devices and Its Relation to Their Executive Functioning: Insights Based on EF Tasks and Reports from Parents and Teachers

Chair(s): **Carla Martins**

Chair(s): **Sofie Weyn**

Chair(s): **Spyridon Tantaros**

Chair(s): **Roma Jusienė**

S705: SYMPOSIUM: Using the Five-Minute Speech Sample (FMSS) to capture individual differences in parent-child relationship quality: An exploration of diverse approaches and applications

Presentations of the Symposium

Or Perah Midbar Alter. Father's Voices: Do prenatal experiences and expectations differ by child gender
Efrat Sher-Censor. Using the FMSS to evaluate the effectiveness of intervention programs for parents: Evidence from "Orim" National Project in Israel
Chengyi Xu. Using the FMSS in a cross-cultural study to investigate whether maternal mind-mindedness attenuates associations between parental mental health problems and child internalizing problems
Helen Dolling. Narrative Coherence in Parental Five Minute Speech Samples in the Context of Early Rapid Genomic Testing and Diagnosis

Chair(s): **Efrat Sher-Censor**

T701: THEMATIC SESSION: Biological foundations of cognitive and socio-emotional development

Presentations of the Session

Vera Mateus. Association between brain activation and behaviour during joint attention interactions in 10-month-old infants using high-density fNIRS
Sergio Miguel Pereira Soares. Developmental Changes in Oscillatory Measures and Language Skills: An infant EEG study
Theano Kokkinaki. Association Between Preterm Breastmilk Melatonin Concentration and Psychosocial Factors at Birth (ProMote)

Chair(s): **Vera Mateus**

T702: THEMATIC SESSION: Child Cognition and in School and Peer Contexts

Presentations of the Session

Susanne Koerber. Fueling Young Minds: How Epistemic Curiosity Shapes Scientific Reasoning and Science Knowledge in Elementary School – A Longitudinal Study
Alexandra Morgan Bates. Theory of mind in action: a meta-analytical review of the association between children's theory-of-mind understanding and observed behaviour in peer contexts
Angelica Manzi. Finding and Keeping Friends: The Link with Theory of Mind Development
Silvia Guerrero. School Models and Child Development: Examining the Relationship Between Child-Centered and Conventional Approaches, Executive Functions, and Well-Being
Léa Muller. The quality of the student-teacher relationship among primary French students with typical development and special educational needs

Chair(s): **Susanne Koerber**

T703: THEMATIC SESSION: Developmental Perspectives on Environmental Psychology: From Moral Reasoning to Pro-Environmental Action

Presentations of the Session

Riikka Hirvonen. Adolescents' motivational profiles, attitudes, and intentions regarding food waste reduction
Elisabetta Beolchini. Engaging in pro-environmental behaviors: a Daily Diary Study with adolescents
Silvia Caldaroni. The Reciprocal Relationship Between Daily Pro-Environmental Behaviors and Environmental Self-Identity: A Daily Diary Study on Italian Adolescents
Gabor Aranyi. Speciesism and the justification of food choices in Hungarian children, young adults, and adults
Federica Stefanelli. The impact of perceived stress about Climate Crisis on Life Satisfaction: the mediating role of Future Orientation and Resilience

Chair(s): **Riikka Hirvonen**

M701: 5 MINUTE PRESENTATIONS: Parents and Children Growing Together: Insights into Early Relationships, Development, and Intervention

Presentations of the Session

Charlotte Casey. Attachment Theory in Practice: Observing Child-Educator Relationships in Early Childhood Education and Care

Silvia Ampollini. From jumbled sounds and sights to higher-order processes: investigating audio-visual Sensitivity to Intersensory Synchrony and its influence on Executive Functions, Self-Regulation, and Language in typical and atypical preschool development

Rokshana Akhter. Parents' Mental Health Literacy for Supporting Children with Oppositional Defiant Disorder and Attention Deficit and Hyperactivity Disorder: Comparing Australian and Bangladeshi Migrant Parents

Tess Bretesché. The effectiveness of An Attachment-Based Intervention in Increasing Foster Parenting Self-efficacy and Reducing Behavioral Difficulties in Foster Children

T704: THEMATIC SESSION: Relational Worlds of Adolescents: Attachment, Belonging, and Mental Health in School Contexts

Presentations of the Session

Sophie Walsh. The Role of Basic Psychological Needs in School Peer Violence: A Multi-Level Comparative Study of Educational Frameworks

Noemí Toledano Fernández. Affective competence, intersubjective quality and secondary attachment in adolescents: a longitudinal multi-group structural equation modeling analysis

Anouck Lubon. Teachers, Peers, or Both? The Relative Contribution of Relationships with Teachers and Peers to Adolescents' Social-Emotional Adjustment

Jana Fikrlová. Exploring the Patterns of Adolescents' Positive and Negative Interaction Experiences in Trusting Friendships: A Qualitative Study

Lenka Kollerová. Healthy context paradox in internalizing and externalizing problems: The role of self-blaming and lack of peer support

T705: THEMATIC SESSION: Supporting Positive Youth Development: Social-Emotional and Contextual Resources in Adolescence

Presentations of the Session

Vjollce Mustafa. Goal Orientation and Well-being in Adolescence: A Meta-Analysis

Lena Maas. Use of Latent Profile Analysis to Examine Resources in Adolescence: Differences in Psychosocial Adjustment and Well-Being?

Anushree Bhatia. Emotional Support Networks and School Bonding Among Black Adolescents: The Role of Family and Friends

Anke Visscher. Adolescents' Life Satisfaction Trajectories Leading up to the Transition to Vocational Education: Associations with Academic Performance, Motivation, and School Satisfaction

T706: THEMATIC SESSION: Aging and Wellbeing: Psychological Resilience and Modern Challenges in Later Life

Presentations of the Session

Rūta Sargautytė. The Role of Successful Aging in the Link between Chronic Pain and Depressive Symptoms in Older People

Rūta Sargautytė. Workers in Nursing and Care Institutions are Impacted by their Attitudes toward Aging and their Empathy for Clients

Gabriele Gudynaite. Associations Between Internet Use and Mental Health During COVID-19 Pandemic Among Older Adults in The Nordic-Baltic Region

Goda Gegieckaitė. Aging anxiety and death anxiety associations with self-perceptions of aging and life satisfaction in middle-aged women



Marie Polaskova. Randomized Controlled Trial Evaluating the Effectiveness of a Group Parent-Led CBT Intervention for Parents of Children with Anxiety

Nil Horoz. Towards a more holistic understanding of inequalities in childhood: A multi-context approach to parental education and child development

Chair(s): **Willem Koops, Vilmantė Pakalniškienė**

Chair(s): **Sophie Walsh**

Chair(s): **Vjollce Mustafa**

Chair(s): **Rūta Sargautytė**

1:30pm - 2:30pm

PLENARY SESSION.

KEYNOTE: **Geertjan Overbeek**

Youth Prevention in a Changing Society

Chair(s): **Vilmantė Pakalniškienė**

2:30pm - 3:30pm			
POSTER SESSION 2			
3:30pm - 5:00pm			
S706: INVITED SYMPOSIUM: Stress and Trauma in Adolescence: Current Perspectives <i>Presentations of the Symposium</i> Paulina Zelviene. New developments and challenges in the assessment of abuse in adolescence: Experience of the Vilnius STAR-A longitudinal study Evaldas Kazlauskas. Recent developments in understanding the complexity of traumatic stress across the lifespan. Agniete Kairyte. The role of resilience in mental health in the context of stress and trauma Chair(s): Evaldas Kazlauskas	S707: SYMPOSIUM: Minoritized youth and (social) media – exploring elevated risks and context-sensitive interventions <i>Presentations of the Symposium</i> Jennifer M. Figueroa. An Ecological Text-Message Experiment of Latinx Adolescents' Recognition of and Emotional Responses to Digital Dating Abuse Behaviors Luisa Morello. The role of internalized racism, identity, acculturation and affiliation need in cyberbullying perpetration: A study among migrant and Sámi students in Norway Ylva Svensson. Media coverage and its impact on minoritized students in connection to school closures in Sweden Discussant(s): Dagmar Strohmeier Chair(s): Hildegunn Fandrem	S708: SYMPOSIUM: Novel approaches to evaluating the effectiveness of intervention elements for improving the psychosocial functioning of children and adolescents <i>Presentations of the Symposium</i> Brechtje de Mooij. Does feedback in parenting interventions improve parenting? A Multiple Case Study investigating the effects of the Family Check-Up Truls Tømmerås. Optimizing a Novel Transdiagnostic Parent Training Intervention to Prevent Childhood Mental Health Problems John Kjøbli. Optimizing an intervention to prevent mental health problems in adolescents using intensive longitudinal data Chair(s): Loes van Rijn - van Gelderen	S709: SYMPOSIUM: Aspects of Parenting Linked to Youths' Social-Emotional Development <i>Presentations of the Symposium</i> Hannah Armstrong. Socialization of adolescents' sense of entitlement: A preregistered study Yentl Koopmans. Mother-Adolescent Discrepancies in Reports of Maternal Parenting and Early Adolescent Internalizing Symptoms Xinyuan Guo. Parent-child Relationship Quality and Subjective Well-being of Children and Adolescents: A Multilevel Meta-Analysis Sabina Kapetanovic. To Parent Too Much: Parental Overinvolvement and Child Psychological Development Chair(s): Yentl Koopmans



S710: SYMPOSIUM: The Role of Hope and Attitudes Toward Time Across Developmental Periods <i>Presentations of the Symposium</i> Dante D. Dixon. Profiles of Academic Hope in American Adolescents Frank C Worrell. Differences in Ethnic Identity and Time Attitude Profiles in Early and Middle Adolescents in the United States James R. Andretta. Time Attitude Profiles in High School and University Students in Iran Michael T. McKay. Change and Stability in Time Attitude Profiles Across Adolescence in the United Kingdom: Associations with Mental Well-Being and Physical Health	T707: THEMATIC SESSION: Childhood Adversity and Intervention: Pathways to Health and Wellbeing <i>Presentations of the Session</i> Tjeerd Rudmer de Vries. Dynamic associations between high childhood adversity and poor physical and mental health throughout childhood in 12,446 children from the DANLIFE cohort Lea Greve. Disruptive Child Behaviors, Parent-Training, and Income Inequality: A Quasi-Experimental Design Combining Survey and Registry Data for Long-Term Insights Francesca Bentivegna. Can we predict which components of behavioral parent training for children with ADHD work for whom? A two-stage individual participant data meta-analysis Ezgi Yildiz. The psychological effects of Covid-19 pandemic on children: An investigation from bioecological perspective Melike Çakır. The Traces of Grief: Psychoanalytic Reflections on Early Childhood Loss	T708: THEMATIC SESSION: Cognition and Adjustment from Middle Childhood to Early Adulthood <i>Presentations of the Session</i> Serena Maria Stagnitto. Understanding Minds and Building Bonds: A Longitudinal Study on Theory of Mind and Peer Relationships in Adolescence Saara Haapanen. The role of temperament, executive functions, and self-regulation in learning situations in students' academic achievement Gabriele Chierchia. "With or against me?" Age related changes in cooperative and competitive decision making during adolescence Elvis Kurtisi. It Takes Two: The Association Between Coordination Strategies and Social Network Integration Fanny Poncet. Mapping the Recognition of Static and Dynamic Surprise and Fear Expressions Across Ages	T709: THEMATIC SESSION: Resilience and Developmental Growth in Emerging Adulthood <i>Presentations of the Session</i> Flora Koliouli. Exploring Ecological Emotions in Relation to Prosocial Behavior and Resilience in Emerging Adulthood Iris Enengl. Developmental goals and their relevance for actively shaping development in emerging adulthood Hümeyra Dervişoğlu Akpınar. How multicultural identity development and resilience processes interact over time: Socio-ecological perspectives on the resilience of international students Jan Philipp Amadeus Aden. Scientific theories of development reflected in subjective concepts of development: Implications for the actional design of one's own development Avidan Milevsky. A Phenomenological Study of Sibling Non-Normative Death in Young Adulthood: Continuity, Change, Grief, and Growth
Chair(s): Frank C Worrell	Chair(s): Tjeerd Rudmer de Vries	Chair(s): Serena Maria Stagnitto	Chair(s): Flora Koliouli

S711: SYMPOSIUM: Virtual Reality Tools as New Path for Research and Intervention with Children and Adolescents <i>Presentations of the Symposium</i> Alaa Albawab. Virtual Reality as a Tool for Trauma Recovery and Emotional Regulation in Syrian Refugee Children Johannes N. Finne. “Pathway to Resilience” Developing a VR tool for bullying prevention among children: A qualitative study in UK and Norway Grazia De Angelis. Utilitarian choice in hostile and prosocial roles of bullying: using VR to investigate adolescents’ responses and trigger care intuition Discussant(s): Giulio D’Urso Chair(s): Simona Carla Silvia Caravita	T710: THEMATIC SESSION: Adolescent Mental Health Across Time: Trends and Risk Factors <i>Presentations of the Session</i> Benjamin Claréus. Do Time Trends Appear in Specific Non-Suicidal Self-Injurious Behaviors and Their Psychological Correlates Among Adolescents Across Two Decades? Mina Moeineslam. Family and Individual Pathways to Specialty Mental Health Service Use in Adolescents: Findings from the Trondheim Early Secure Study (TESS) Daiva Daukantaitė. Are There Time Trends in Adolescent Non-Suicidal Self-Injurious Behaviors, Disordered Eating, and Psychological Difficulties Across Two Decades? Yi-Jhen Wu. The development of subjective well-being during adolescence: A multidisciplinary systematic review of longitudinal studies Chair(s): Benjamin Claréus	T711: THEMATIC SESSION: Parenting and Family Dynamics Across the Lifespan: From Early Childhood to Adulthood <i>Presentations of the Session</i> Ezgi Aydoğdu Sözen. Maternal Beliefs About Children and Adolescents’ Academic Achievement: Gender and School Level Differences Gülbin Şengül-İnal. The Role of Child Anxiety and Negative Emotionality in Marital Conflict and Parenting: A Multiple Indicators Multiple Causes (MIMIC) Model Approach Lara Mansur Soldano. Can Parenting Programs Harm? A Closer Look at the Influence of Initial Parenting Self-Efficacy Nebi Sümer. When Mother-in-Laws Intrude: Relationship Harmony with Mothers-in-Law Predicts Parenting Practices within a Relational Culture F. Cansu Pala. Mind-Mindedness, Emotion Regulation, and Sharenting: A New Perspective on Parenting in the Modern World Chair(s): Ezgi Aydoğdu Sözen	T712: THEMATIC SESSION: Career Development in Complex Social Contexts <i>Presentations of the Session</i> Olga Kirejeva. The Link between Moral Distress and Burnout among Social Service Providers in Lithuania Ricarda Ullrich. Occupational and Familial Long-Term Effects of Gender Role Attitudes Zeynep Görgülü. Balancing Love and Labor: A Meta-Analysis of the Interplay Between Marital Satisfaction and Career-Related Factors Zehra Yeler. Precarity in Academia: Graduate Student Workers’ Experiences and Psychological Challenges Louis Kernahan. Career development of museum workers: applying a sociocultural psychological approach of museum development to professional practice Chair(s): Olga Kirejeva

5:00pm - 6:00pm

GEORGE BUTTERWORTH AWARD

George Butterworth Award laudatio by Prof. Spyridon Tantaros;

George Butterworth Award certificate by Prof. Simona Caravita;

George Butterworth Award keynote by Dr. Dr Savannah Boele.

7:00pm - 10:00pm

CONFERENCE DINNER

Date: Thursday, 28/Aug/2025

9:00am - 10:00am

PLENARY SESSION.

KEYNOTE: **Eddie Brummelman**

Children's Unequal Selves: A Developmental-Psychological Perspective on Achievement Inequality

Chair(s): **Willem Koops**

10:30am - 12:00pm			
S801: INVITED SYMPOSIUM: Origins and Consequences of Individual Differences in Mentalizing among School-aged Children: International Findings <i>Presentations of the Symposium</i> Chengyi Xu. Do Chinese mothers' mind-mindedness and mental state talk predict children's theory-of-mind skills? Serena Lecce. Theory of mind and academic success: Meta-analytic findings Claire Hughes. Are individual differences in theory of mind and executive function equally salient as predictors of early gains in academic and social success for children living in England and Hong Kong? Joanna Smogorzewska. How differences shape our understanding of others: The role of theory of mind in understanding peers with and without disabilities	S802: SYMPOSIUM: Emotion Regulation in Children and Adolescents: Development, Contexts, and Correlates <i>Presentations of the Symposium</i> Gamze Er Vargün. Interpersonal Emotion Regulation in Children and Adolescents: Exploring Different Moral Contexts Michaela Gummerum. Context Effects in Adolescents' Interpersonal Emotion Regulation Zinan Lin. Effects of parenting style on Chinese adolescent' emotion regulation and involvement in bullying episodes Lysanne Te Brinke. Interpersonal Emotion Regulation and Adolescent Behavior: Cross-Cultural Associations with Prosocial and Antisocial Outcomes	S803: SYMPOSIUM: Are Highly Sensitive Individuals at Risk for Depression Across Different Developmental Stages? Longitudinal Perspectives on the Role of Environmental Sensitivity <i>Presentations of the Symposium</i> Ebru Ozbek. Can the consequences of cyberbullying victimization differ based on children's environmental sensitivity? A cross-lagged panel model longitudinal study Laura Gorla. Effects of Environmental Sensitivity, Positive Parenting, and Psychological Control on Internalizing and Externalizing Problems: A Longitudinal Perspective from Eight Countries Melba Emilia Persico. The impact of Maternal Depression during the Perinatal Period on Infant Emotional Adjustment and the contributing role of Sensory Processing Sensitivity and Social Support Discussant(s): Francesca Lionetti	S804: SYMPOSIUM: Gene-environment interplay in children's learning development <i>Presentations of the Symposium</i> Kaisa Lohvansuu. Newborn brain responses are associated with their parents' math skills Magda Matetovici. How similar are language skills among family members in early childhood? A systematic review of nuclear family associations Alexandra Starr. Predicting literacy and numeracy from inherited DNA differences Deniz Fraemke. Associations of DNA-methylation profile scores of cognition with cognitive development, academic performance, and socioeconomic attainments
Chair(s): Claire Hughes	Chair(s): Michaela Gummerum	Chair(s): Laura Gorla	Chair(s): Alexandra Starr

S805: SYMPOSIUM: Youth Future Orientation: The Role of Psychological Factors and the Impact of Collective Stressful Events <i>Presentations of the Symposium</i> Dagmar Strohmeier. Motivational and achievement related factors associated with immigrant adolescents' educational and occupational aspirations Maria Chiara Basilici. Collective Stressful Events and Adolescents' Future-Thinking: A Qualitative Study Chiara Remondi. Perceived demands of social change and youths' future orientation: the mediating role of self-efficacy beliefs Discussant(s): Ersilia Menesini	T801: THEMATIC SESSION: Parenting Across Contexts: Practices, Challenges, and Support Needs <i>Presentations of the Session</i> Jolita Jonynienė. When parents' needs are met: the future perspectives for positive parenting programs STEP in Lithuania Anastasiia Petrova. Mothers and Fathers: Do They Differ in the Advice They Give Their Children About Bullying? Darun Jaf. Immigrant Parents' Perceptions and Experiences of Their Children's Participation in Organized After-School Activities in Sweden Avidan Milevsky. Parenting Styles and Self-Esteem in Emerging Adulthood: A Cross-cultural Comparison Hanna Pauliina Lampi. Sensory Processing and Wellbeing in Parents with Prenatal Substance Use Disorder	T802: THEMATIC SESSION: Cognition, Executive Functions, and Language in Early Childhood <i>Presentations of the Session</i> Ramune Dirvanskiene. Can specialized physical exercise interventions improve preschoolers' executive functions and behavior regulation? Results from a Lithuanian kindergarten study Hiromi Tsuji. Roles of early executive functions for creative thinking in preschool children Maria Chiara Pino. Children's pragmatic linguistic development: the role of executive functioning Gintautė Pūrė. The Significance of 4-5 years Children's Spoken Language and Verbal Working Memory for Self-Confidence in Preschool Elodie Lhost. Adaptive Memory in Children: Differential Effects of Animacy and Threat on Location Memory	T803: THEMATIC SESSION: Navigating Gendered Attitudes and Expectations: Between Tradition and Transformation <i>Presentations of the Session</i> Angela Mazzone. Exploring Adolescents' Experiences with Misogynistic Online Content, Male Role Norms and Romantic Competence Suha Daw. Changing Gender-Role Attitudes among Adolescents across Two Ethnic Groups Harriet Tenenbaum. Knowledge and Comfort Predict Teaching about Sexism in School Teachers Sunnia Mahmood. Exploring Son Preference in Pakistan: Insights from Kağitçıbaşı's Family Change Model
Chair(s): Federica Stefanelli	Chair(s): Jolita Jonynienė	Chair(s): Ramune Dirvanskiene	Chair(s): Angela Mazzone

M801: 5 MINUTE PRESENTATIONS: Perspectives on Well-being and Social Responsibilities of Young People <i>Presentations of the Session</i> Shubhangi Bhardwaj. Promoting Green Hearts: An Association Between Environmental Values and Civic Engagement Among Emerging Adults Yağmur İlgin. Personal and Vicarious Life Stories of Young Romantic Couples Rong Xia. Resilience as a moderator of university students' coping and well-being during and after the pandemic Elina Elize Surgunte. Predicting Young Adult Life Satisfaction Using Machine Learning and Longitudinal Data: Insights from the Future of Families and Child Wellbeing Study (FFCWS) María Sánchez Zafra. Dating violence as precursor of gender violence Rita Pinto. Evaluating the Implementation and Sustainability of an Evidence-Based Parenting Program in Real-World Settings	T804: THEMATIC SESSION: Neurodevelopmental Challenges in Childhood and Adolescence <i>Presentations of the Session</i> Dennis Golm. Triple jeopardy? Disentangling the interplay between intergenerational transmission of trauma, parental ADHD, and child temperament Riikka Pyhälä. Maternal and child ADHD traits are related to mothers' parenting sense of competence Alina Marinca. The Impact of ADHD on Physical, Psychological, and Socioemotional Outcomes in Children from Underserved Communities and the Contributing Role of Sleep Problems Urszula Wielgat. Do Boys and Girls on the Autism Spectrum Speak Alike? Exploring Vocal Differences Madysen Messiaen. The associations between internalizing and externalizing behaviors in children with autism and parenting stress: A systematic review	T805: THEMATIC SESSION: Understanding Student Mental Health through the Lens of School Environments <i>Presentations of the Session</i> Tiina Turunen. Is concurrent and long-term adjustment of students with learning difficulties moderated by bullying involvement? Arto Lehtola. How do young adults with depressive symptoms experience the support received during their school path? Martyna Klaudia Rogowska. Beyond the Blame: Children's Perceptions of Victims' Morality and Competence Elieen Vanluydt. Smartphone Ban Policies in Secondary Schools: How Variations Between Types of Smartphone Bans Influence Students' Wellbeing and Social Connectedness Federica Papa. "Support me and I'll do better": autonomy-supportive parenting in enhancing adolescents' homework outcomes	R801: ROUNDTABLE DISCUSSION: Bridging Developmental Research and Policy: Global Strategies for Impact <i>Discussant(s):</i> Nancy Hill Shanu Shukla Simona Caravita Vaishali Raval Velma McBride Murry
Chair(s): Beata Krzywosz-Rynkiewicz, Lauryna Rakickienė	Chair(s): Dennis Golm	Chair(s): Tiina Turunen	Chair(s): Marcel van Aken

1:30pm - 2:30pm			
PLENARY SESSION. KEYNOTE: Lukas Blinka Youth Digital Gaming: Excessive or Expected?			
Chair(s): Roma Jusienė			
2:30pm - 3:30pm			
POSTER SESSION 3			
3:30pm - 5:00pm			
S806: INVITED SYMPOSIUM: Regretting the Decision to Have Children: Prevalence, Causes, and Consequences <i>Presentations of the Symposium</i> Konrad Piotrowski. Parenthood Regret: Definition, Measurement, and the State of the Art Isabelle Roskam. Parental Burnout and Parenthood Regret: Differentiating Two Constructs and Mapping Their Global Prevalence Nicola Carone. Primary caregiving mothers who regret their decision to have children in the age of climate crisis Konrad Piotrowski. Parenthood Regret as a Dyadic Experience: A Polish Longitudinal Study of Couples Transitioning into Parenthood (PL-STUDY)	S807: SYMPOSIUM: Key Elements and Mechanisms in Bullying Prevention and Intervention <i>Presentations of the Symposium</i> Claire Garandeau. Do Fear of Victimization and Caring About One's Popularity Predict Victim-Defending and Bully-Following Behaviors? Zeena Harakeh. Which elements from an anti-bullying program are effective for which victims and which perpetrators? Maud Vunderink-Hensums. How do School-Based Anti-Bullying Intervention Components Impact Youth Across Continents? An Individual Participant Data Meta-Analysis 2.0 Discussant(s): Geertjan Overbeek	S808: SYMPOSIUM: Young environmentalists: who are they, and how do they develop? <i>Presentations of the Symposium</i> Annabelle H.T. Christiaens. Becoming Green: Development and Validation of the ECO-SELF Questionnaire Audra Balundė. A Longitudinal Exploration of Adolescents' Moral Obligation to Conserve the Environment and Pro-Environmental Actions Stathis Grapsas. Identifying developmental trajectories of pro-environmental behaviors: a cross-cultural study Discussant(s): Maya Benish-Weisman	S809: SYMPOSIUM: Novel Approaches to Studying Diversity: Expanding Perspectives Across Contexts <i>Presentations of the Symposium</i> Jessie Hillekens. Is gender truly stable? Longitudinal changes in gender identity in a Dutch community sample Peter Titzmann. Can I converse with you? Results of multilingual diversity indices on students and teachers in German schools Isabelle Zammit. Assessing Young Children's Knowledge of Religious Outgroups: Cognitive and Social Influences Sauro Civitillo. Capturing 'Wear' in 'Wear and Tear': The psychological impact of discrimination is associated with epigenetic age acceleration across two national samples of adults
Chair(s): Konrad Piotrowski	Chair(s): Maud Vunderink-Hensums	Chair(s): Stathis Grapsas	Chair(s): Sauro Civitillo

S810: SYMPOSIUM: Exploring Parental Influences on Child Development Across Socio-Economic and Cultural Contexts in Infancy and Toddlerhood

Presentations of the Symposium

Gizem Samdan. Inhibiting Impulses: Socioeconomic and Parenting Influences on Early Self-Regulation
Feyza Çorapçı. The Roles of Parental Reflective Functioning and Power-Assertion on Infant Emotional Reactivity
Tilman Reinelt. Parental soothing strategies and infant state temperament: Results from a daily diary study

T806: THEMATIC SESSION: Parenting Influences on Self-Esteem, Adjustment, and Digital Behavior

Presentations of the Session

Vera Skalicka. The Development of Self-esteem in Early Adolescence—The role of Family Functioning
Costanza Baviera. Not Just a Screen: Understanding Students' Digital Engagement Profiles
Orna Lev-Enacab. The link between spontaneous movements of preterm-born infants and children's social competence and self-esteem: the mediating role of children's motor skills and maternal emotional availability in childhood
Ilknur Coban. The Effect of Parenting on Children's and Adolescents' Compulsive Internet Use: A Longitudinal Study
Figen Eroglu Ada. Perceived Childhood Emotional Abuse and Tendency to Risky Behaviors in Adolescents: The Partial Mediating Role of Self-Esteem

T807: THEMATIC SESSION: The Interplay Between Language, Learning, and Emotional Development in Early Life Contexts

Presentations of the Session

Asimina Ralli. The role of siblings and birth order on the language development of children 16-36 months old
Krisztina Kopcsó. Socioeconomic Status and Delayed Communication Skills in Early Childhood: The Role of Screen Time and Parent-Child Book Reading
Marina Kotrla Topić. Home literacy environment and digital technology use as mediators between parental attitudes towards the importance of reading or using digital technology and vocabulary comprehension
Hideki Kozima. Individual and collective creation of fantasies in kindergarten children's pretend play with a communicative robot: How stories are formed and shared
Inès Maksud. Life satisfaction and enjoyment in learning French among migrant allophone children in France: an exploratory study

T808: THEMATIC SESSION: Gendered Violence and Relational Risk: Developmental Perspectives from Adolescence to Adulthood

Presentations of the Session

Pin Chen. Learning From the Past: Intergenerational Transmission of Aggressive Conflict Resolution Between Intimate Partners Predicts Harsh and Inconsistent Parenting
Darun Jaf. A Qualitative Study of Adolescents' Attitudes and Experiences of Sexual Harassment in Organized Sports
Christina Koretsidou. The Role of Resilience in Anxiety Linked to Sexual Harassment in Greek Universities
Maia Mestvirishvili. Intimate Partner Violence in Georgia: An Ecological Systems Analyses
Mariam Kvitsiani. Surviving Separation: The Factors and Challenges of Femicide Risk in Georgia

Chair(s): **Feyza Çorapçı**

Chair(s): **Vera Skalicka**

Chair(s): **Asimina Ralli**

Chair(s): **Pin Chen**

S811: SYMPOSIUM: The Intersectional Relation between Gender Identity, Gender Ideology, and Wellbeing Across the Lifespan <i>Presentations of the Symposium</i> Jack D Simons. School-age resilience: Themes within a sample of gender minorities interested in self-advocacy and well-being. Matthew G Nielson. Gender ideology change during university has different impacts on wellbeing depending on identity intersections André G Real. Changes in gender and sexual identity among youth: Are proximal and distal minority stressors associated with identity change? Maia Mestvirishvili. Violence against women in Georgia: the interplay between social norms and attitudes	T809: THEMATIC SESSION: Understanding and Preventing (Cyber)Bullying in Adolescents: School, Peer and Digital Dynamics <i>Presentations of the Session</i> Antanas Kairys. Response by cyberbullying bystanders: the roles of proximity to the perpetrator and present-fatalistic time perspective in young adults Adam Klocek. Cusp catastrophes in bullying others predicted by individual and classroom characteristics Vasiliki Makrydaki. Overcoming the position of victim of school bullying: Adolescents' narratives Jana Fikrlová. Triggers and (De) escalations: Understanding Bullying Events from the Adolescents' Perspective Using a Qualitative Meta-Analysis Guanghai Chen. The Neural Basis of Third-Party Punishment, Compensation and Reward After School Bullying: An ERP Study	S812: SYMPOSIUM: Cultural Socialization and Identity Development Across Contexts: Family, Schools, and Interventions <i>Presentations of the Symposium</i> Tuğçe Aral. Different meanings of being German and their relations to ethnic-racial socialization among parents of immigrant descent Danila Tran-Thuy-Duong. Family Cultural Socialization and Multicultural Socialization in Schools: Links with Cultural Identity and Cultural Attribution Chiara Ceccon. Evaluating the efficacy of the Identity Project intervention with unaccompanied immigrant minors: preliminary evidence from Italy Discussant(s): Linda Juang
Chair(s): Matthew Glade Nielson	Chair(s): Antanas Kairys	Chair(s): Danila Tran-Thuy-Duong
5:00pm - 6:00pm		
FLORENCE RECEPTION ECDP 2027		

6:00pm - 10:00pm

**EARLY RESEARCHERS' UNION
SOCIAL EVENT**

Date: Friday, 29/Aug/2025

9:00am - 10:30am

**S902: SYMPOSIUM: Children's
Prosocial Behaviors Toward Various
Ingroup and Outgroup Members in
Different Countries**

Presentations of the Symposium

Daniele Di Tata. Preschool Children's Sympathy, Prosocial Behavior, and Social Inclusion toward Non-Migrant and Migrant-Origin Peers in Italy
Laura K. Taylor. Prosocial Giving of Irish Children: The Role of Empathy and Outgroup Attitudes

Jennifer J. Phillips. Associations Between Self-Regulation During Ingroup Versus Outgroup Transgressions, Empathy, Parenting, and Prosocial Behaviors Across Childhood

Discussant(s): Linda Juang

**T902: THEMATIC SESSION:
Internalizing and Externalizing
Symptoms in Childhood and
Adolescence: Mechanisms and
Moderators**

Presentations of the Session

Per Helge H. Larsen. Examining the Social Gradient in Offspring Mental Health: A Longitudinal Study of Socioeconomic Inequalities and Mediating Mechanisms
İlayda Çalışkan Demirbaş. Do Risk Factors for Anxiety Problems change from Middle Childhood to Early-to-Late Adolescence?

Julia Michalek. Harnessing personal and social resources in managing internalising and externalising symptoms in children living in low-resource settings

Rana Durmuş. Externalizing Behavior Problems During Adolescence: An Ecological Perspective

Lotte Gerritsen. The association between adolescent girls' oral contraceptive use and depressive symptom development into young adulthood: The importance of adverse childhood experiences

**T903: THEMATIC SESSION: Identity
Development Across Contexts and
Lifespan**

Presentations of the Session

Dalia Nasvytienė. Who am I? Analyzing Self-Descriptions Across the Lifespan

Olga Veryvaki. Intergenerational Transmission of Attachment and Identity Development in Adolescence: A Dynamic Systems Perspective on Developmental Trajectories and Contextual Influences

Kamil Janowicz. The Role of Narrative Processing of Self-Defining Events for Identity Development in Emerging Adults: Results from Two Randomized Controlled Trials

Jana Vietze. The ReSearching Identity Podcast Project: Developing a Brief and Inclusive Professional Identity Intervention for Higher Education
Aleksandra Gukovskaia. Narrative Identity Interventions: A scoping review

**S901: SYMPOSIUM: Beyond
Snapshots: Unpacking Educational
Development Through Longitudinal
Research**

Presentations of the Symposium

Justina Davolyte. Trajectories of Parental Positive and Negative Emotions in Homework Situations: Associations with Children's Task Persistence and Performance
Saule Raiziene. Exploring the Impact of Psychologically Controlling Teaching on Students' Emotional Cost and Attainment Value in Mathematics

Vilija Hiltunen. Developmental Patterns of Internalizing Symptoms in Upper Secondary Education: Associations to Labor Market Marginalization and the Role of Social Support

Daria Dodan. Prospective Differences in Academic Achievement during Adolescence: The Role of Educational Tracking

Chair(s): **Laura K. Taylor**

Chair(s): **Per Helge H. Larsen**

Chair(s): **Dalia Nasvytienė**

Chair(s): **Saule Raiziene, Lauryna Rakickienė**

T901: THEMATIC SESSION: Young People Navigating Modern Challenges: Digital Relationships, Social Attitudes, and Risk Behaviors
Presentations of the Session
Inga Truskauskaitė. Mental Health Patterns Amid Global Crises: Evidence from a Four-Wave Study of Lithuanian and German Young Adults
Sophie Morosoli. Defining and Designing Disinformation: A Qualitative Exploration of Dutch Youths' Perceptions and Experiences of Disinformation
María Sánchez Zafra. Evolution of dating violence: latent transition analysis at two points in time
Lamprini Psychogiou. Dating and relationship abuse in young adults: Relational and individual correlates of mutual abuse

Chair(s): **Inga Truskauskaitė**

T905: THEMATIC SESSION: Parenting in Contemporary Contexts: Impacts on Adolescent Behavior
Presentations of the Session
Shanu Shukla. Impact of Parent-Child Conflict on Adolescents' Alcohol Use and Offline and Online Aggression: A 4-wave Longitudinal Study
Jennifer Chun-Li Wu. The temperamental origin of procrastination in adolescence and the moderating role of parenting influences
Marina Camodeca. Parental smartphone use, instrumental use of devices in childrearing, and children's psychosocial adjustment
Bilge Göz-Çengelli. From security in family to security in community: How does security in community affect minority adolescents' adjustment problems?

Chair(s): **Shanu Shukla**

T904: THEMATIC SESSION: Resilience and Emotional Development in Early and Middle Childhood
Presentations of the Session
Katerina Romanova. Cognitive and Affective Empathy Predict Young Children's Involvement in Bullying One Year Later
Apryl Mae Parcon. To feel, understand, and help: Empathy on different emotions and its relation to prosocial behaviors
Xiwen Fu. Family Resilience in Sibling Transition: A Longitudinal Study of Mother-Child Dyads in China
Or perah Midbar Alter. The Meaning of Home Among Bedouin Children from Unrecognized Villages in Israel

Chair(s): **Katerina Romanova**

M901: 5 MINUTE PRESENTATIONS: Developmental Challenges and Adaptive Strengths in Adolescence and Young Adulthood
Presentations of the Session
Serena Maria Stagnitto. Do You See What I See (DYSWIS)? Investigating Individual Differences in Spontaneous Visuo-Spatial Perspective-Taking
Agné Grigaitė. Personality Functioning and Peer Relationships in Adolescence: A One-Year Longitudinal Study
Inès Maksud. Well-being of plurilingual migrant learners in France: a study on life satisfaction, language anxiety and enjoyment
Shira Maya. "You Never Know How Strong You Are Until Being Strong Is Your Only Choice": Adolescents in a Continuous Stressful War
Savannah Boele. One of a kind? Unraveling the complexities of parenting adolescents across time(scales) and families
Agniete Kairyte. Resilience Development under Adversity: A Longitudinal Study on the Effects of Maltreatment in Adolescence
Benjamin Claréus. More than just enduring – Mental health and well-being among Swedish young adults who ceased self-injuring since adolescence

Chair(s): **Dagmar Strohmeier, Roma Jusienė**

9:30am - 12:30pm			
EADP Council meeting			
11:00am - 12:30pm			
S904: SYMPOSIUM: Is it just important to be friends? Friendship as a protective and risk factor for well-being and the type of behavior developed during adolescence <i>Presentations of the Symposium</i> Ana Bravo. Can you help me friend? Measuring interactions between help-seeking and friendship networks from a developmental perspective Desi Beckers. Friends' Influence on Adolescents' Loss of Control Eating: The Moderating Role of Self-Esteem, Fear of Negative Evaluation, and Body Dissatisfaction Sarah Malamut. Dwelling on negative affect with friends: The role of co-rumination in the effect of daily peer victimization on adolescents' mood	T909: THEMATIC SESSION: Parenting and Neurodevelopmental Challenges: Support, Identity, and Intervention <i>Presentations of the Session</i> Ellen Hedstrom. "Keeping People in Limbo" - Parents' experiences of waiting for an ADHD assessment with CAMHS in England Melissa Washington-Nortey. Caregiver-reported Support and Service Receipt among Children with Developmental Disabilities in Kenya and Ethiopia Brigita Markevičiūtė. Can participation in a positive parenting program be significant for parents who raise a child with autism spectrum disorder? Aysun Doğan. Adaptation and Evaluation of the PEERS Program for Adolescents with Autism Spectrum Disorder in Turkey	T910: THEMATIC SESSION: Understanding Children's Adjustment in Complex Contexts <i>Presentations of the Session</i> Marija Džida. Longitudinal Associations Between Emotion Regulation Strategies and Life Satisfaction in Early Adolescence Jellie Sierksma. The psychological impact of ability grouping in primary school: How does it impact children's thinking about learning? Ana - Marija Čango. The importance of parental involvement in the relationship between children's leisure time and socioemotional well-being in middle childhood Ghadir Zreik. Awareness of Institutional Discrimination and its Psychological Consequences for Young Arab-Palestinian Citizens of Israel	S905: SYMPOSIUM: The Role of Individual and Contextual Factors in the Promotion of Adolescents' and Young Adults' Civic Engagement: Insights from Europe <i>Presentations of the Symposium</i> Harriet Tenenbaum. What predicts Young People's Civic and Political Engagement? Pasquale Musso. Self-Connection and Resilience as Drivers of Civic Engagement: Attitudinal, Altruistic, and Contextual Influences in Uncertain Times Nicolò Maria Iannello. A Positive Youth Development Perspective on the Role of Individual and Familial Resources in Adolescents' Civic Engagement and Well-Being Discussant(s): Dagmar Strohmeier
Chair(s): Ana Bravo	Chair(s): Ellen Hedstrom	Chair(s): Goda Gegieckaitė	Chair(s): Nicolò Maria Iannello

S903: SYMPOSIUM: Virtual Reality and online games to assess and prevent risk behaviors during childhood and adolescence <i>Presentations of the Symposium</i> Silvija Ručević. Virtual Reality as a Tool for Understanding Psychopathic Traits and Behavioral Patterns in Children Lisa De Luca. Targeting Bullying behaviors using Virtual Reality (TAB-VR): an Italian selective intervention Virginia Sánchez-Jiménez. GoByst!-VR for preventing adolescent sexual harassment: Key findings from the second edition Elena Serritella. What Do Adolescents Think? Insights from a Thematic Analysis of (Cyber)Bullying Narratives	T906: THEMATIC SESSION: Transitions in Emerging Adulthood and Parenthood: Identity, Well-being, and Life Stressors <i>Presentations of the Session</i> Liselotte Den Boer. Longitudinal associations between well-being and narrative identity: A mixed-method approach on identity process and content Katarina Miletic. Longitudinal trajectories of COVID-related stress and their associations with identity processes Kübra Berber. Quarter Life Crisis among Turkish Emerging Adults Wenxuan Hao. The Relation between Parents' Personality and Parenting Stress: a Meta-Analysis Selin Salman-Engin. Changes in relationship dynamics of unmarried African American coparents across the transition to parenthood: Effects of a prenatal coparenting intervention	T907: THEMATIC SESSION: Mental Health in Adolescents: Cognitive and Contextual Risks <i>Presentations of the Session</i> Katarzyna Kostyrka-Allchorne. Moving beyond screen time: A new approach to researching the link between adolescent digital experiences, mental health, and psychological wellbeing Clementina Comitale. Daily Associations Between Depressive Rumination and Symptoms in Adolescents: The Role of Self-Efficacy about Sadness Regulation Ainzara Favini. Internalizing problems and excessive ICT use: A preliminary investigation in Italian Adolescents Liang Zhang. The underlying psychopathological factors in early adolescence: developmental trend and related factors Rokshana Akhter. Conduct Disorder Amongst Bangladeshi Delinquent Youths: Role of Parenting Style	T908: THEMATIC SESSION: Navigating Transitions: Health, Social Roles, and Relationships in Emerging Adulthood <i>Presentations of the Session</i> Miranda Kit-Yi Wong. Fertility of adults born very preterm or very low birth weight Inmaculada Sánchez-Queija. Longitudinal Analysis of Substance Use Across Emerging Adulthood Dominika Karaś. The mediating role of authenticity in the relationship between identity processes and psychological well-being Kamil Janowicz. Antenatal Predictors of Parental Gatekeeping Among First-Time Mothers and Fathers
Chair(s): Annalaura Nocentini	Chair(s): Liselotte den Boer	Chair(s): Katarzyna Kostyrka-Allchorne	Chair(s): Miranda Kit-Yi Wong
12:30pm - 12:45pm			
CLOSING CEREMONY			

A grayscale photograph of a historic building courtyard. The building features a prominent triangular pediment with three circular windows. The courtyard is filled with a large, leafy tree in the foreground. In the background, a church tower with a dome and spire is visible against a light sky.

KEYNOTE PRESENTATIONS

NAVIGATING THE COMPLEX CHALLENGES OF ADOLESCENCE: EMERGING PERSONALITY DYSFUNCTION AND ITS OUTCOMES

Rasa Barkauskienė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

rasa.barkauskiene@fsf.vu.lt

Over the past two decades, interest in the developmental aspects of early personality dysfunction has grown, driven by research demonstrating that these disorders emerge during adolescence. The introduction of the Alternative Model for Personality Disorder (AMPD) in DSM-5 Section III, along with the shift to a dimensional model in ICD-11, marks a new era in which the fully dimensional framework allows for the evaluation of personality functioning across the entire spectrum, from adaptive to maladaptive, allowing for assessment across developmental stages and disorder progression.

This presentation will focus on research from Lithuania regarding the developmental aspects of emerging personality (dys)function among young people, examining both normative and clinical populations. It will explore findings on the developmental trajectories of personality dysfunction in adolescence, with particular attention to the role of social and individual challenges in shaping these pathways and their outcomes. Lastly, potential prevention and early intervention strategies will be discussed, highlighting the importance of addressing key challenges early on to enhance prognosis in both normative and atypical populations.

YOUTH DIGITAL GAMING: EXCESSIVE OR EXPECTED?

Lukas Blinka

Masaryk University, Czech Republic

blinka@fss.muni.cz

Digital engagement, whether through gaming or social networking, has become the predominant leisure activity and a primary means of social interaction for children and adolescents, surpassing even time spent in school. Concerns about excessive or problematic use have been widely debated. Yet, public and professional discourse often oscillates between moral panic and passive permissiveness.

Drawing on current evidence, particularly from the international Health Behaviour in School-aged Children (HBSC) study, this presentation will differentiate between normative, excessive, and potentially problematic digital use, with a special focus on gaming. I will show the current manifestation, prevalence, and associated risks of excessive gaming and their changes in recent years. But I will also critically evaluate the usefulness of the addiction conceptualization and symptomatology used in this context. Finally, I will advocate for a balanced, research-informed perspective that moves beyond polarized debates and toward evidence-based understanding and managing digital engagement among youth.

CHILDREN'S UNEQUAL SELVES: A DEVELOPMENTAL-PSYCHOLOGICAL PERSPECTIVE ON ACHIEVEMENT INEQUALITY

Eddie Brummelman

University of Amsterdam, The Netherlands

E.Brummelman@uva.nl

Achievement inequality is a defining challenge of our time. Globally, children from low socioeconomic status (SES) backgrounds underperform in school compared to their high-SES peers, even when they have the same ability. This represents a tremendous loss of potential and perpetuates harm into adulthood. In this talk, I will use insights from developmental psychology to better understand the origins of achievement inequality. I will explore how stereotypes about the academic abilities of children from low-SES backgrounds contribute to this inequality. These stereotypes often result in discouraging feedback from teachers, including inflated praise, which can shape children's self-views, making them believe they are less intelligent, worthy, deserving, or capable of growth. Over time, these negative self-views hinder academic success, reinforcing achievement inequality. I will discuss ways to change the context, rather than the individual, to help all children reach their full potential.

YOUTH PREVENTION IN A CHANGING SOCIETY

Geertjan Overbeek

University of Amsterdam

g.j.overbeek@uva.nl

In large parts of the world, prevention is considered a necessary component of a successful youth care practice. Time and again, pundits have pushed for prevention, the earlier the better. But an inconvenient truth is that together with the rise of prevention over the past decades, the prevalence of several mental health problems and stress in youths has also increased. In order to explain this paradox—and to resolve it—we need to critically reflect on different interpretations of mental health trends in youths and on how prevention is being operationalized. In this keynote, I critically reflect on the often-held perspective that youth mental health is deteriorating, and put forward a contrasting notion; that as a society we've developed a more encompassing view of what constitutes psychopathology, clinical-level mental health problems, and severe stress. In line with this 'darker view' of youth mental health, youth prevention in our changing society has developed into a screen-and-resolve kind of 'troubleshooting' approach, rather than as an approach that supports the development of good health, competence, and resilience.

THE EFFECTS OF WAR AND DISPLACEMENT ON SYRIAN REFUGEE CHILDREN: RISK AND RESILIENCE

Michael Pluess

University of Surrey, United Kingdom

m.pluess@surrey.ac.uk

Millions of children across the world are affected by war and displacement. As well as having experienced traumatic war-related events, many refugee children end up living in adverse conditions with little access to basic resources. It is well established that children exposed to war and displacement are at increased risk for the development of mental health problems, including post-traumatic stress disorder, anxiety, depression, and behavioural problems. I will first introduce the *Biological Pathways of Risk and Resilience in Syrian Refugee Children* study (BIOPATH), which we conducted over the last 10 years in order to investigate the complex interplay between psychosocial and biological factors in the development of risk and resilience among a large sample of vulnerable Syrian refugee children ($N = 1,600$) living in informal refugee settlements in Lebanon. Then, I will report key findings from the BIOPATH study, including the prevalence and predictors of mental health problems, predictors of resilience, the development of resilience over time, the relationship between war exposure, hair cortisol levels and epigenetic factors (i.e., DNA methylation), as well as the role of the trait of environmental sensitivity for refugee children's mental health.

INTO THE TRANSLATIONAL PARENTOME: FROM DEVELOPMENTAL PSYCHOBIOLOGY TO FAMILY-CENTERED CARE

Livio Provenzi

University of Pavia, Italy

livio.provenzi@unipv.it

Human infant development is a nonlinear, dynamic, and complex process inherently embedded within the surrounding physical and social environment. During the first thousand days from conception, newborns become infants and later children. Through continuous interactions with their environment, they construct meanings about themselves, others, and their connections. Parenting — including caregiving gestures, thoughts, and emotional states — forms a unique and critical part of this environment. Infants are particularly sensitive to these interactions, which serve both as a regulatory buffer and a transducer for meaning-making. I refer to this proximal parenting environment as the *parentome*, emphasizing its connection to omics-related mechanisms through which infant-environment interactions become embedded in the developing phenotype — day by day, year by year.

Recent advances in psychobiological and neuroscientific research allow for a fine-tuned, multi-layered understanding of the mechanisms by which the parentome shapes human development. In my talk, I will focus on selected mechanisms: from behavioral epigenetic regulation triggered by prenatal or neonatal stress to autonomic system coupling during smartphone-induced interference in mother-infant interaction; from multisensory exchanges during parent-child object exploration to early inter-brain synchrony during face-to-face interaction.

Finally, I will explore the implications of parentome science for educational and clinical settings, particularly for infants and parents facing developmental health and well-being risks. Together, these findings suggest that humans are highly susceptible — perhaps even fragile — in response to environmental stimuli, and that human-to-human connection is the key resource for fostering development and psychological well-being. Parents — and caregivers in general — are not merely a set of skills to be trained; they are a space where development unfolds. Cultivating a shared culture of parental care is essential to raise future generations capable of nurturing relationships.

**INVITED
SYMPOSIA**

REGRETTING THE DECISION TO HAVE CHILDREN: PREVALENCE, CAUSES, AND CONSEQUENCES

Chair(s): **Konrad Piotrowski** (SWPS University, Poland)

Parenthood regret, a persistent and profound wish that one had not become a parent, is an emerging area of research that challenges traditional narratives of parental fulfillment. Despite its significance, the phenomenon has received limited empirical attention, resulting in a fragmented understanding of its prevalence, causes, and consequences. The birth of a first child, followed by subsequent children, presents individuals with one of the most paramount developmental tasks: assuming the role of a parent and fulfilling this responsibility over many years. While parenthood often fosters a sense of purpose for many individuals (Nelson et al., 2014), recent studies increasingly underscore that in contemporary, particularly developed countries, parenthood is becoming a burden and even a source of suffering for many people (Nomaguchi & Milkie, 2020). Investigations into parental burnout have revealed that as many as 10% of parents in developed countries, particularly women, experience this syndrome (Roskam et al., 2021), with up to 30% of parents being at risk of burnout (Piotrowski, 2023). Studies on parental burnout have recently spurred research into another facet of parental challenges: regretting the decision to have children. Several publications on this subject have emerged in recent years (Bodin, 2023; Meil et al., 2023; Piotrowski, 2021; Piotrowski, Mikolajczak, & Roskam, 2023), revealing that as many as 15% of people may regret their choice to become parents and that parental regret can have serious consequences for the entire family system. During the symposium, a team of researchers will present the results of recent studies, including longitudinal and cross-cultural research, and present the latest findings in parenthood regret investigations.

Presentations of the Symposium

PARENTHOOD REGRET: DEFINITION, MEASUREMENT, AND THE STATE OF THE ART

Konrad Piotrowski¹, Moïra Mikolajczak², Isabelle Roskam²

¹Center for Research on Personality Development, SWPS University, Warsaw/Poznań, Poland,

²Psychological Sciences Research Institute, UCLouvain, Louvain-la-Neuve, Belgium

This introductory presentation provides a comprehensive overview of the current state of research on parenthood regret, synthesizing findings across psychology, sociology, and cultural studies. The definitional complexities of parenthood regret vary across disciplines. Psychological research focuses on the emotional and cognitive dimensions of regret, often framing it as a consequence of identity crises, unmet expectations, or inadequate coping strategies. Sociological perspectives emphasize the role of cultural norms, systemic inequalities, and social pressures in shaping regret, while cultural studies explore its representation in narratives and public discourse. Recent advancements in the measurement of parenthood regret enable precise assessments of regret intensity and facilitate cross-cultural and longitudinal studies, providing insights into its predictors and psychological mechanisms. Our presentation underscores the need for destigmatization and integration of parenthood regret into psychological practice, including developing targeted interventions for parents experiencing regret and preventive measures for prospective parents. As the first presentation in this symposium, it sets the stage for further exploration of the antecedents, experiences, and implications of parenthood regret.

PARENTAL BURNOUT AND PARENTHOOD REGRET: DIFFERENTIATING TWO CONSTRUCTS AND MAPPING THEIR GLOBAL PREVALENCE

**Isabelle Roskam¹, Moïra Mikolajczak¹, Konrad Piotrowski²,
the IIPB consortium¹**

¹Psychological Sciences Research Institute, UCLouvain, Louvain-la-Neuve, Belgium

²Center for Research on Personality Development, SWPS University, Warsaw/Poznań, Poland

Recent research has revealed significant links between Parental Burnout (PB) and Parenthood Regret (PR), challenging their historical treatment as separate phenomena. We conducted a multi-method, multi-sample investigation with 973 Polish-speaking parents and 1,429

French- and English-speaking parents to clarify the uniqueness of PB and PR. Latent Profile Analyses, Confirmatory Factor Analyses, and Cross-Lagged Models consistently suggested that PB and PR are distinct constructs, each showing different patterns of association with escape ideation, parental neglect, and violence across studies and samples. Additionally, leveraging data from the International Investigation of Parental Burnout (IIPB), we assessed the global prevalence of PB and PR across 40+ countries. While PB prevalence had been previously mapped by Roskam et al. (2021), PR had never been estimated on such a global scale. We further explored, for the first time, how cultural contexts influence the associations between PB, PR, and key outcomes, including escape ideation, neglect, and violence.

PRIMARY CAREGIVING MOTHERS WHO REGRET THEIR DECISION TO HAVE CHILDREN IN THE AGE OF CLIMATE CRISIS

Nicola Carone¹, Jacopo Tracchegiani²

¹Department of Systems Medicine, University of Rome Tor Vergata, Rome, Italy,

²Department of Brain and Behavioral Sciences, University of Pavia, Pavia, Italy

Despite its complexity and relevance for parent and child adjustment, parenthood regret remains underexplored, particularly in relation to developmental and environmental determinants. Research indicates that childhood disorganization and role reversal have profound, lasting impacts on caregiving behaviors. Concurrently, the escalating climate crisis introduces a significant stressor, potentially amplifying feelings of regret among parents, especially those with unresolved developmental traumas. While climate concerns have been studied in non-parent populations, their influence on parents who have already made reproductive decisions remains largely unexamined. The present study investigated the distinct and interactive effects of childhood experiences of disorganization and role reversal and climate crisis concerns on parenthood regret in a community sample of 452 cisgender, heterosexual, primary caregiving mothers ($M_{age} = 41.30$, $SD = 6.60$) of preschool children ($M_{age} = 3.85$, $SD = 1.40$) living in Italy. Climate crisis concerns showed both direct and interactive effects, with mothers who expressed concerns about the climate crisis in the past 12 months reporting increased regret. Furthermore, mothers who experienced greater childhood disorganization with their own mothers—but not with their fathers—reported the highest levels of regret, particularly when coupled with recent climate crisis concerns. These findings highlight how the interplay between early relational trauma and contemporary existential threats, such as climate change, shapes maternal feelings regarding their role. They provide valuable insights for clinicians and policymakers, emphasizing the need for targeted interventions to support mothers navigating complex caregiving challenges amidst environmental crises.

PARENTHOOD REGRET AS A DYADIC EXPERIENCE: A POLISH LONGITUDINAL STUDY OF COUPLES TRANSITIONING INTO PARENTHOOD (PL-STUDY)

Konrad Piotrowski¹, Jakub Duras¹, Nina Jasiek¹, Moïra Mikolajczak², Isabelle Roskam²

¹Center for Research on Personality Development, SWPS University, Warsaw/Poznań, Poland,

²Psychological Sciences Research Institute, UCLouvain, Louvain-la-Neuve, Belgium

Parenthood regret remains an underexplored topic, particularly from a dyadic perspective and within the framework of longitudinal research. Existing studies often rely on cross-sectional designs, which fail to capture regret's developmental and dynamic nature as it unfolds over time. Furthermore, little attention has been given to how regret manifests and interacts within the relational context of couples. The PL-STUDY addresses these gaps through a longitudinal approach, tracking couples from the first pregnancy through the first three years of their child's life. Beginning during the second or third trimester of pregnancy, the study employs nine measurement points spanning three years postpartum, providing an unprecedented opportunity to explore how parenthood regret develops in response to individual, relational, and contextual factors. By adopting a dyadic perspective, the study examines the interdependence of parental experiences within couples, investigating how one partner's functioning influences the other's emotional well-being, including parenthood regret. This study's unique design enables the identification of pre-parenthood predictors of regret, such as identity processes, perfectionism, and relationship quality, as well as the longitudinal consequences of regret on both partners. Including first-time parents ensures a focused examination of the transition into parenthood, a period marked by profound personal and relational transformations. The findings are expected to inform tailored future interventions aimed at mitigating parenthood regret and supporting couples in navigating the challenges of early parenthood, ultimately contributing to healthier family dynamics and improved parental well-being.

CENTERING MAJORITY WORLD RESEARCH IN DEVELOPMENTAL SCIENCE

Chair(s): **Peter F. Titzmann** (Leibniz University Hannover)

Child development research from the Majority World (Africa, Asia, the Middle East, Latin America, and the Caribbean), where 85% of the world's population resides continues to be highly underrepresented in our published scholarship. Journal analyses demonstrate the continued dominance of the Minority World (North America, Western Europe, Oceania) in developmental science journals (Moriguchi, 2022; Nielsen et al., 2017), with research from Majority World progressing on the margins. Although not home to a majority of the global population, Eastern and Central Europe also tend to be underrepresented in published research in developmental science. Despite the well-recognized need for inclusivity to ensure a theoretically comprehensive and globally applicable developmental science, little progress has been made over the past two decades in addressing this underrepresentation. Colonial roots of our science in the Minority World contribute to the dominance of Minority World samples, researchers, theoretical frameworks, and methods. It is important to confront this dominance and create space at the center for Majority World research.

The first paper in this symposium discusses the drivers and consequences of underrepresentation of research from Majority World, along with survey findings regarding challenges researchers experience in publishing research with Majority World communities (Raval et al., 2024). Based on the recommendations, the second paper discusses concrete ways in which researchers from Minority World and Majority World can help promote globally relevant science. The third paper discusses concrete ways in which reviewers and editors of peer-reviewed journals, and program officers and panel reviewers of funding agencies can help promote a globally relevant science. Our overarching goal is to facilitate Majority World child development research to reduce barriers to publishing this work. We will invite a conversation with the audience on ways to center Majority World perspectives, enable research with Majority World communities and its dissemination, and support Majority World scholars.

Presentations of the Symposium

MAJORITY WORLD DEVELOPMENTAL SCIENCE RESEARCH: CHALLENGES AND RECOMMENDATIONS

**Vaishali V. Raval, Philip Baiden, Graciela Espinosa-Hernandez,
Lucia Magis-Weinberg, Amanda Nguyen, Peter F. Titzmann, Yao Zhang**

Miami University

For over two decades, psychological science has recognized its narrow focus on White, Middle-class populations residing in Minority World (North America, Europe, and Oceania), with journal analyses documenting substantial underrepresentation of communities from regions where the majority of the world's population resides (Africa, Asia, Latin America). Although subfields of psychology including developmental science have made progress, statistics regarding representation of Majority World authors and samples in English-language peer-reviewed journals have not considerably changed. Anecdotally, researchers who engage in research with Majority World populations have reported numerous barriers to conducting their research and publishing in English-language peer-reviewed journals, though no systematic efforts have explored these challenges. In this presentation, we will describe the results from a survey of social science researchers who engage in research with Majority World populations (Raval et al., 2024). Specifically, we will describe key challenges to engaging in and publishing Majority World research and outline recommendations to promote global science.

WHAT CAN AUTHORS DO TO CENTER MAJORITY WORLD RESEARCH IN DEVELOPMENTAL SCIENCE?

Shanu Shukla¹, Graciela Espinosa- Hernández², Vaishali V. Raval²

¹TBC, ²Miami University

Researchers from both Minority and Majority World can play a key role in centering Majority World developmental science. There have been calls for Minority World researchers to create space for Majority World science (Corral-Frías et al., 2023) and for Majority World researchers to take center stage (Abubaker et al., 2024). Based on our survey findings (Raval et al., 2024) and other literature on promoting global developmental science, in this presentation, we will discuss what you can do as a researcher in the Minority World to help center Majority World research. This would include situating your research with Minority World

samples within local contexts and sample demographics, and acknowledging constraints on generality. To specifically promote Majority World science, we will discuss the ways in which you can engage in equitable and mutually beneficial collaborations with Majority World researchers. For Majority World researchers, we will discuss ways to engage in contextually grounded and culturally sensitive research that has relevance to the communities being studied using methods that are most appropriate. We will also discuss ways to navigate the publication process.

WHAT CAN REVIEWERS AND EDITORS DO TO CENTER THE MAJORITY WORLD RESEARCH IN DEVELOPMENTAL SCIENCE?

Graciela Espinosa- Hernández, Shanu Shukla, Vaishali V. Raval

Miami University

To center Majority World developmental science research, the culture of peer-review needs to substantially change (Aly et al., 2023). Editors and reviewers play a critical gate-keeping role in the peer-review and publication process. Studies have shown a persistent bias in academic publishing, both regarding the topics that are published and the individuals whose work is published (Raval et al., 2024; Roberts et al., 2020; Settles et al., 2021). Various forms of individual and systemic bias have been identified that influence the peer-review process (Aly et al., 2023). Based on the emerging literature on promoting global developmental science, in this presentation, we will discuss the ways in which Minority World reviewers can provide contextually relevant reviews of manuscripts reporting on child development research about the Majority World. Engaging the audience, we will discuss specific examples and ways to identify bias, monitor and minimize it, and enhance the quality of the reviews provided. We will discuss the ways in which action editors can engage in the editorial decision-making process from soliciting reviews to making a decision to ensure that contextually relevant feedback is provided. In addition, recommendations such as broadening the journal's aims and scope to include Global science, diversifying the editorial board, and providing resources for Majority World researchers will be discussed.

PEER RELATIONS AND EMPATHY IN ADOLESCENCE: INDIVIDUAL AND CONTEXTUAL CONTRIBUTORS

Chair(s): **Carla Martins** (School of Psychology, Psychology Research Center [CIPsi], University of Minho, Braga, Portugal)

Peers play a crucial role in adolescence, shaping social development, self-identity, and emotional well-being. Indeed, peer relationships become very significant as adolescents seek validation and acceptance from them. In turn, empathy is a socio-cognitive process that goes through an important development during adolescence, significantly impacting social functioning, emotional well-being and resilience. Finally, disruptions of the attachment process during early years can have major effects on neural development and emotional regulation skills.

This symposium presents results from three studies, two of which longitudinal, that aim to offer insights into emotional and socio-cognitive skills relevant for peer relations and empathy in adolescence. Presentation 1 focuses on individual and relational correlates of empathy in a large sample of 14- to 19-year-olds. Results revealed that sex, mentalization, emotion regulation skills, and relationships with peers based on acceptance and communication predict adolescents' cognitive and affective empathy. Presentation 2 offers evidence of longitudinal links between mentalization and emotion regulation skills at preschool and better relationship quality with peers in adolescence. Both theory of mind and emotion regulation and recognition at preschool age are related to higher communication and proximity with peers, as well as higher mutual acceptance and comprehension in adolescence. Finally, presentation 3 seeks for potential roots of emotional regulation and rejection sensitivity in early life adversity in a sample of institutionally reared adolescents. Preliminary results indicate that institutionalized adolescents react more negatively to distress and social exclusion images than normative controls. Besides, they also showed higher sensitivity to social rejection at younger ages, particularly in the anxiety components related to expecting rejection. Taken together, these presentations provide evidence for the role of early and concurrent emotion regulation and mentalization in adolescents' peer relations and empathy.

EMPATHY IN ADOLESCENCE: HOW DO SOCIOCOGNITIVE, EMOTIONAL, AND RELATIONAL DIMENSIONS IMPACT ITS DEVELOPMENT?

Carolina Aparício Araújo¹, Carla Martins¹, Jean-Louis Nandrino²

¹School of Psychology, Psychology Research Center (CIPsi), University of Minho, Braga, Portugal,

²Univ. Lille, CNRS, UMR 9193 - SCALab - Sciences Cognitives et Sciences Affectives, F-59000 Lille, France

Empathy, the ability to perceive and be sensitive to others' emotional states, undergoes an important development throughout adolescence. This cross-sectional study explores empathy's individual and relational correlates in 14- to 19-year-olds. To date, 508 participants have been collected (199 boys; Mage = 16.21, SD = 0.94). Preliminary analyses revealed that empathy was positively correlated to age, and girls exhibited greater cognitive and affective empathy scores. The latter were significantly related to mentalization abilities. Conversely, only affective empathy was negatively correlated with self-other distinction. Regarding emotion regulation strategies, cognitive and affective empathy were negatively linked with emotional suppression; cognitive empathy was also positively associated with cognitive reappraisal. Higher cognitive and affective empathy were associated with higher communication and acceptance and lower rejection in the relationship with peers. Higher cognitive empathy was also associated with a parental parenting style characterized by the higher promotion of autonomy and greater knowledge of mothers about their children.

A regression model revealed that mentalization related to self and others, motivation to mentalize, and acceptance in peers' relationships were significant predictors of cognitive empathy. On the other hand, mentalization related to self and others, self-other distinction, emotional suppression, and communication, acceptance, and rejection in peers' relationships significantly predicted affective empathy. Being a girl was a significant predictor of both.

Results highlight the key role of mentalization abilities, emotion regulation strategies, and the relationship with peers in empathy development during adolescence. Finally, sex differences hint at the need to explore the possibility of empathy being impacted differently in teenage girls and boys.

THE IMPACT OF MENTALIZATION AND EMOTION REGULATION ON THE QUALITY OF RELATIONSHIPS WITH PEERS: FROM PRESCHOOL TO ADOLESCENCE

Carla Martins¹, Carolina Aparício Araújo¹, Ana Osório², Joana Baptista³, Liliana Capitão⁴, Karyn Doba⁵, Jean-Louis Nandrino⁵

¹School of Psychology, Psychology Research Center (CIPsi), University of Minho, Braga, Portugal,

²Graduate Program on Human Developmental Sciences and Mackenzie Center for Research in Childhood and Adolescence, Center for Biological and Health Sciences – Mackenzie Presbyterian University, São Paulo, Brazil, ³Iscte-University Institute of Lisbon, Lisbon, Portugal, ⁴Psychological Neuroscience Laboratory, Psychology Research Center (CIPsi), University of Minho, Braga Portugal, ⁵Univ. Lille, CNRS, UMR 9193 - SCALab - Sciences Cognitives et Sciences Affectives, F-59000 Lille, France

The developmental trajectories of mentalization and emotion regulation, from preschool age to adolescence, and their links with the quality of relationships with peers are complex. Mentalization refers to how we think about ourselves, about other individuals and their behavior, and how we interpret that information and behave accordingly. There is evidence that its rapid development during preschool age and further sophistication in adolescence bring advantages to everyday social situations, including better peer relationships. In parallel, emotion regulation abilities – the processes involved in how emotions are experienced, managed, and expressed in different situations – develop substantially from preschool to adolescence. In particular, a heightened emotional salience of peers is observed in adolescence, as regulating emotions is essential for adaptative functioning, playing a crucial role in establishing fulfilling relationships with others. This presentation investigates how these domains interact during development and explores their impact on adolescents' relationships with peers in a longitudinal sample of 30 adolescents who were first assessed during preschool. Preliminary results reveal a longitudinal link from preschool age to adolescence for mentalization skills but not for emotion regulation. Both theory of mind and emotion regulation and recognition at preschool age are related to mentalization at 17 years of age. Furthermore, adolescents with a history of better theory of mind and greater emotion regulation in preschool report higher communication and proximity with their peers, as well as higher mutual acceptance and comprehension at 17 years of age.

EMOTION REGULATION AND REJECTION SENSITIVITY IN ADOLESCENTS: IS THERE AN IMPACT OF EARLY LIFE ADVERSITY?

**Natividade S. Couto Pereira¹, Inês Carvalho², Marlene Nogueira¹, Sónia Sousa¹,
Isabel Soares³, Adriana Sampaio¹, Ana Raquel Mesquita⁴**

¹Psychological Neuroscience Laboratory, Psychology Research Center (CIPsi), University of Minho, Braga Portugal, ²School of Psychology, University of Minho, Braga, Portugal, ³School of Psychology, University of Minho, Braga, Portugal; ProChild CoLAB, Portugal, ⁴ProChild CoLAB, Portugal

Early life adversity (ELA) impacts neural development, predisposing individuals to lifelong mental health issues. Investing in mental health is crucial for public health, human rights, and socio-economic growth, and early, personalized interventions are crucial to take the field forward. Long-term institutional care for young people under protective judicial measures, although necessary, is currently insufficient to provide children and adolescents with the necessary social and affective support, leading to maladaptive emotional regulation strategies that significantly impact development and overall health. Institutionalized adolescents show atypical brain activity and connectivity, particularly in the limbic system, indicating accelerated and abnormal maturation that may underlie these issues. Our study aimed to uncover how ELA impacts brain development and behavior in institutionally reared adolescents. Participants, aged 14 to 21 years old, either institutionalized or controls, performed an emotional regulation task inside a Magnetic Resonance Imaging scanner, in order to analyze their patterns of brain activation and connectivity related to emotional regulation strategies. In addition, we studied aspects of rejection sensitivity, a personality aspect related to emotional and behavioral problems, such as mood disorders and aggressive behavior, using the Portuguese versions of the Children and Adult Rejection Sensitivity Questionnaires (CRSQ and ARSQ). Our preliminary results indicate that institutionalized adolescents reacted more negatively to distress and social exclusion images than controls. They also showed higher sensitivity to social rejection at younger ages, particularly in the anxiety components related to expecting rejection. These findings support the need for tailored interventions to address the emotional and neurological challenges faced by institutionally reared adolescents. By advancing our understanding of how ELA shapes brain development and behavior, this research may contribute to the development of evidence-based strategies to mitigate the long-term effects of adversity in vulnerable populations.

LGBTQ+ YOUTH AND FAMILIES: GROWING UP IN THE CONTEXT OF STIGMA

Chair(s): **Susie Bower-Brown** (University College London)

More and more youth are identifying as LGBTQ+, with recent survey data indicating that 17% of Generation-Z identify as LGBTQ+ (Ipsos, 2024). Simultaneously, shifts in social attitudes and advancements in fertility treatments mean that more children are growing up with LGBTQ+ parents. Despite these growing numbers of LGBTQ+ youth, parents and families, developmental psychology has historically been centered on the experiences of cisgender, heterosexual individuals, leaving significant gaps in our understanding of LGBTQ+ populations. In a global context where restrictions around gender-affirmative healthcare are increasing and the rights of LGBTQ+ parents are under threat, it is now more important than ever for developmental psychology to engage with the experiences of LGBTQ+ youth, parents and families.

Drawing on qualitative and quantitative research from Belgium, the Netherlands, UK and US, this symposium will explore wellbeing, social relationships and stigma amongst LGBTQ+ youth, parents and families. Maisie Matthews will examine international survey data on child and parent wellbeing in bisexual father families, providing one of the first empirical insights into family functioning in this understudied group. Dr Jessie Hillekens will explore the demographic characteristics and social relationships of non-binary youth in the Netherlands and Belgium, providing much needed evidence that contradicts reductive stereotypes. Dr Susie Bower-Brown will explore the UK's media and political discourse around gender diverse children, drawing on the concept of 'moral panic' and ecological systems theory to understand the impact of this hostile discourse on gender-diverse youth.

Together, these presentations offer new theoretical and empirical insights into the wellbeing and social experiences of LGBTQ+ youth, parents and families, in the context of societal stigma. The symposium will conclude by outlining key directions for research, policy, and practice, discussing the factors necessary to ensure that all young people, regardless of their family structure, gender identity and/or sexual orientation, can thrive.

SOCIAL, FAMILIAL, AND PSYCHOLOGICAL FACTORS AFFECTING WELLBEING IN BISEXUAL FATHER FAMILIES

Maisie Matthews

Social Research Institute, University College London, UK

Despite a significant proportion of LGBTQ+ parents identifying as bisexual, experiences and outcomes among bisexual parent families remain under-researched. Bisexual fathers as a population have historically been invisible within samples of same- or different- gender parents, meaning the factors affecting outcomes within these families are as yet identified. With bisexual populations in general showing poorer mental health outcomes, understanding influences on wellbeing among bisexual fathers and their children will be critical in informing both empirical understandings and guidance for support. This study takes a minority stress and family resilience approach to investigate the risk and protective factors contributing to father and child wellbeing within bisexual father families. Findings from an international survey of 400 bisexual fathers will be presented. In the survey, fathers completed a range of measures of social, familial, and psychological factors (e.g. stigma, social support, family communication, internalised stigma). Fathers also completed measures of depression, anxiety, and self-esteem, and a parent-completed measure of child adjustment. Preliminary correlation analyses indicate that experiences of stigma are associated with greater anxiety and lower self-esteem among fathers, whilst social support, family communication, and couple satisfaction are associated with lower depression and greater self-esteem. Anxiety and depression among fathers appear correlated with greater adjustment difficulties in children, whilst fathers' social support and self-esteem levels are associated with fewer child difficulties. Hierarchical regression analyses will be conducted to identify predictors of father wellbeing and child adjustment, as well as any interacting and moderating variables. Findings from this study will provide valuable insight into the mechanisms underpinning wellbeing within bisexual father families, and identifying risk and protective factors will shape guidance for future intervention and support for these fathers and children whose wellbeing outcomes have previously been invisible within academic research.

NONBINARY IDENTITIES ARE NOT ‘ELITIST’ OR ‘WOKE’: DEMOGRAPHIC CHARACTERISTICS AND SOCIAL RELATIONSHIPS OF NONBINARY YOUTH IN THREE COMMUNITY SAMPLES IN THE NETHERLANDS AND BELGIUM

Jessie Hillekens¹, Fernando Salinas-Quiroz², Lysanne te Brinke³

¹Department of Developmental Psychology, Tilburg University, Tilburg, the Netherlands, ²Eliot-Pearson Department of Child Study and Human Development (EPCSHD), School of Arts and Sciences, Tufts University, Medford, Massachusetts, USA, ³Erasmus School of Social and Behavioural Sciences, Erasmus University Rotterdam, Rotterdam, the Netherlands

Popular conspiracy theories assume that nonbinary gender identities are ‘elitist’ and ‘woke’ advocating that these identities only exist among white, higher educated samples. At the same time, nonbinary youth are often excluded in quantitative research so that we know very little about who they are and no research has structurally examined demographic characteristics of youth who identify outside of the binary. Moreover, despite known lower psychological adjustment among nonbinary youth, it remains unclear whether this might be driven by how they are treated by others in school. Arguably, nonbinary youth might be more often rejected by peers and teachers which could serve as a critical precursor of lower psychological adjustment. Combining three datasets including community samples spanning adolescence and young adulthood in the Netherlands and Belgium, this study therefore 1) examined demographic characteristics of nonbinary youth and 2) investigated social rejection as a potential explanation of their lower psychological adjustment. Consistently across three different datasets, nonbinary youth were on average older and more often came from lower socio-economic and ethnic minority backgrounds. Additionally, they were more likely to be rejected by peers and teachers, undermining their trust in others and their feelings that they can be their true selves. Consequently, lower trust in others and feelings of being able to be their true selves significantly correlated with youth’s psychological adjustment. Our preliminary findings therefore clearly contradict popular conspiracy theories and show that nonbinary identities are not ‘elitist’ or ‘woke’, but rather more prevalent among youth from more disadvantaged familial backgrounds. Furthermore, we point towards social rejection in school as a potential critical explanation of poorer psychological adjustment among nonbinary youth. Our study thus highlights the contextual difficulties that nonbinary youth face and call for action to ensure their social inclusion in schools.

A TRANS MORAL PANIC? EXPLORING THE MEDIA AND POLICY BACKLASH AGAINST GENDER-DIVERSE YOUTH IN THE UK

Susie Bower-Brown

Social Research Institute, University College London, UK

Within recent years, the UK has become an increasingly hostile place for the growing group of young people whose gender identity does not correspond with the sex they were assigned at birth. In 2023, the UK Government proposed plans to ban children from socially transitioning at school, and in 2024, the use of puberty blockers by gender-diverse youth was prohibited, significantly limiting trans and non-binary youth's access to gender-affirming medical care. The potential impact of policy and media discourse on child development has been outlined in Bronfenbrenner's ecological systems theory, which aims to understand child development through a holistic lens. Although this theory has been highly influential in developmental psychology, much research has focussed on the child's immediate environment, labelled by Bronfenbrenner as the 'microsystem'. As a result, the role of the wider social and political landscape remains underexplored. This presentation aims to bring particular focus to Bronfenbrenner's exosystem, defined as the social structures that shape child development, and the macrosystem, which encompasses the cultural, legal and political landscape. Drawing on Cohen's (2002) concept of 'moral panic', a theory that outlines the way in which social objects (e.g. gender-diverse youth) can become defined in the media as a threat to societal values, this presentation will examine the current UK backlash against gender diversity in childhood. This presentation will then draw on qualitative survey data with 74 binary-trans, non-binary and gender-questioning youth to consider the impact that this discourse is having on the wellbeing and identity development of gender-diverse young people. The presentation will conclude by bringing together moral panic theory and ecological systems theory to consider the unique social experiences of youth who are considered a 'threat' to societal values, before reflecting on directions for future research, theory and policy.

ORIGINS AND CONSEQUENCES OF INDIVIDUAL DIFFERENCES IN MENTALIZING AMONG SCHOOL-AGED CHILDREN: INTERNATIONAL FINDINGS

Chair(s): **Claire Hughes** (University of Cambridge, UK)

Responding to growing research interest in mentalizing skills in middle childhood, this international symposium expands the geographical scope of evidence regarding individual differences in theory-of-mind skills in school aged children and young adolescents. In the first paper, Xu, Pei, Wu and Hughes test the cultural universality of reported intergenerational associations in mentalizing by drawing on data from 307 mother-child dyads for kindergarten-aged children living in mainland China and England to compare how, within each site, two markers of maternal mentalizing - mind-mindedness and mental state talk- relate to individual differences in children's theory of mind. The next three papers all consider school-relevant correlates of theory of mind skills. Firstly, Lecce reports on a meta-analytic review of associations between individual differences in theory of mind and two measures of academic success (maths and reading). Next, building on a previous report that theory of mind and executive function in British children show specific links with gains in social and academic success respectively (Devine et al, 2024), Hughes et al report on findings from a parallel longitudinal study of 5-year-olds in Hong Kong. Lastly, Smogorzewska and Lecce report on a new study involving 250 Polish and Italian 10- to 11-year-olds in which a novel adaptation of the Strange Stories paradigm has been applied describing a story character as disabled affects children's mentalizing performance. Overall, this symposium will therefore address key questions concerning the nature and universality of associations between maternal and child mentalizing skills, the social and educational importance of child mentalizing, and factors that contribute to differences between competence and performance.

DO CHINESE MOTHERS' MIND-MINDEDNESS AND MENTAL STATE TALK PREDICT CHILDREN'S THEORY-OF-MIND SKILLS?

Chengyi Xu, Tianyi Pei, Zhen Wu, Claire Hughes

University of Cambridge, UK

Despite empirical support for relations between parents' mentalizing skills and children's theory of mind (ToM), two key markers of parental mentalisation – mind-mindedness (MM; the proclivity to view one's child as a mental agent with independent thoughts, feelings and desires) and everyday mental-state talk (MST; verbal labelling of one's child's thoughts, emotions, desires, and intentions) – are rarely studied in tandem (for an exception, see Devine & Hughes, 2017). This is a significant gap, as understanding the relative salience of MM and MST is important for developing interventions to support children's socio-cognitive development. A further limitation in the field is the lack of cultural diversity in study samples.

Addressing these twin gaps, this study investigates the uniqueness and specificity of associations between parental MM, MST, and young children's ToM in 307 parent-child dyads (48% girls; Mage = 5.32 years, SD = 0.66) living in mainland China. During a one-hour home-based online session, children completed tests of ToM and verbal ability. Separately, parents completed the five-minute-speech sample paradigm (Gottschalk & Gleser, 2022), enabling transcripts of speech samples to be coded for MM (indexed by the proportion of mentalistic child-focused descriptions). Parent-child interactions of up to 8 minutes using the Etch-a-Sketch Online were recorded, transcribed, and coded for the total frequency of mental-state terms, including cognitions, emotions, desires, and intentions.

Preliminary analyses revealed that MM and MST were modestly related. Importantly, each showed positive associations (of similar strength, $b \approx .25$) with individual differences in ToM performance. This suggests that, even within an Eastern cultural context influenced by ancient Chinese philosophy – where language primarily serves to guide actions and maintain social interactions rather than to convey thoughts and beliefs – variation in MM and MST still holds meaningful significance for young children's understanding of other minds.

THEORY OF MIND AND ACADEMIC SUCCESS: META-ANALYTIC FINDINGS

**Serena Lecce¹, Serena Stagnitto¹, Valentina Lampis²,
Sara Mascheretti¹, Rory Devine³**

¹University of Pavia, Italy, ²IRCCS Eugenio Medea, Bosisio Parini, Italy, ³University of Birmingham, UK

The recent expansion of research beyond the preschool years has enabled researchers to address new questions concerning the interplay between children's mindreading and their school life. Within this emerging field, we examined whether children's individual differences in Theory of Mind (ToM) during preschool and primary school years influence their academic achievement. We report the results of a meta-analysis examining the existence, the direction and the uniqueness of the relationship between ToM and two core dimensions of children's academic success: reading comprehension and math abilities. Following the PRISMA guidelines, we conducted a systematic search of relevant empirical papers published between the year 1978 (the year in which Premack and Woodruff first coined the term 'theory of mind') and August 2024 by accessing the following databases Scopus, PsycINFO, and Web of Science, on 1st August, 2024. We screened 1158 papers and selected a total of 54 studies involving 12,671 participants (about 52% male). Results revealed a pooled z-transformed Pearson's correlation of $r = 0.32$ CI [.28, .36], $p < .001$, which was significant for both math and reading comprehension. This association was stable, as evidenced by their consistency regardless of participants' (age and gender) and ToM tasks' characteristics (level of mentalization, task modality, Category of mental state, response type). Crucially, the association between ToM and academic achievement was independent of children's verbal ability, socio-economic status and executive functions and was significant both concurrently and longitudinally, operating in both directions: from early ToM skills predicting later academic outcomes and vice versa. The findings of this meta-analysis provide important theoretical insights into the relationship between ToM and academic achievement, highlighting the need to integrate cognitive and social dimensions of development. They also provide some important practical insight and suggestions for educational practices.

ARE INDIVIDUAL DIFFERENCES IN THEORY OF MIND AND EXECUTIVE FUNCTION EQUALLY SALIENT AS PREDICTORS OF EARLY GAINS IN ACADEMIC AND SOCIAL SUCCESS FOR CHILDREN LIVING IN ENGLAND AND HONG KONG?

Claire Hughes¹, Rory Devine², Laure Lu Chen³, Siu Ching Wong¹, Chengyi Xu¹

¹University of Cambridge, UK, ²University of Birmingham, UK, ³The University of Hong Kong, Hong Kong

Alongside well-established links between children's mentalizing skills and markers of social competence such as prosocial behaviour and popularity, recent work indicates that mentalizing skills also contribute to children's academic success. Yet few studies have attempted to integrate these two strands of research. Likewise, studies of the socio-cognitive underpinnings of children's social and academic success rarely adopt a dual focus on both mentalizing and self-regulatory skills. This field is also limited by a narrow focus on Western samples and a heavy reliance on cross-sectional designs.

To address these challenges, we report on longitudinal analyses from England and Hong Kong. Two waves of zoom-based remote assessments (13-months apart) were completed for 191 English children (54% girls; T1 Mage = 5.36 years) and 156 Hong Kong children (47% girls; T1 Mage = 5.01 years) who, at each time-point received three tests of executive function (EF) and three theory-of-mind (ToM) tasks. Academic competence was indexed via the WPPSI receptive vocabulary subtest and the Harter Self-Perception academic subscale. Social competence was indexed by parental Strengths and Difficulties Questionnaire ratings of prosocial behaviour and teachers' ratings on the Social Skills Interaction System (Gresham & Elliot, 2008). Within each site, we applied hierarchical regression analyses to assess the independence and specificity of our EF and ToM measures as predictors of latent change scores for children's academic and social competence, respectively. In England, ToM was specifically associated with gains in social competence and EF was specifically associated with gains in academic competence, even controlling for background measures. By contrast, our preliminary findings from Hong Kong indicate that both academic and social outcomes are related to individual differences in EF but not ToM. We will discuss this site contrast in results in relation to both cultural factors and differences in children's pedagogical experiences during the Covid-19 pandemic.

HOW DIFFERENCES SHAPE OUR UNDERSTANDING OF OTHERS: THE ROLE OF THEORY OF MIND IN UNDERSTANDING PEERS WITH AND WITHOUT DISABILITIES

Joanna Smogorzewska¹, Grzegorz Szumski¹, Serena Lecce²

¹University of Warsaw, Poland, ²University of Pavia, Italy

The primary goal of our study is to investigate whether theory of mind (ToM) understanding varies based on the characteristics of the characters. Specifically, we examine whether children in middle childhood infer the mental states of in-group characters more accurately than those of out-group characters. Our idea builds on a 2020 study by Gönültaş and colleagues, which explored behaviors toward individuals from different cultural backgrounds (Turkish, Syrian, and 'North European' citizens), focusing on the influence of negative stereotypes and knowledge about others. In contrast, our study examines whether the accuracy of mental state inferences differs between characters with and without disabilities.

At the moment we are gathering data from around 250 typically developing children in Italy and in Poland, aged 10-11. We have developed 8 stories, based on Strange Stories, in which the character has/does not have one of four kinds of disabilities (hearing / visual / intellectual / physical) covering understanding of white lie, misunderstanding, persuasion, and double bluff. Additionally, we assess children's attitudes toward peers with disabilities and on empathy, as well their verbal skills and their executive functions. We expect that children will better understand the characters without disability, but the better general ToM development children have the less differences they show in understanding characters with and without disabilities. Moreover, we assume that belonging to a classroom with peers with disabilities in comparison with classrooms with only typically developing peers may eliminate/reduce the differences in understanding characters with and without disabilities. The study has important implications for children's integration and understanding.

STRESS AND TRAUMA IN ADOLESCENCE: CURRENT PERSPECTIVES

Chair(s): **Evaldas Kazlauskas**

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Exposure to stress and traumatic experiences in children and adolescents may hinder development and contribute to the development of mental disorders. Over the recent decade, significant updates have been made to the conceptualisation of human responses to adverse life experiences. The majority of studies in traumatic stress have been conducted in the adult population. However, there is a lack of understanding of how the proposed new conceptualizations reflect the complexity of traumatic stress in youth. Furthermore, there are debates on the role of resilience in coping with stress and trauma. The symposium is grounded on the findings of the large-scale longitudinal study on Vilnius Stress and Resilience in Adolescence (STAR-A). The presentations in this symposium will outline the new developments in methodology and challenges in the research of abuse and trauma in adolescence. Further, an innovative research on complex posttraumatic stress in adolescence, including a longitudinal and cross-cultural perspective, will be presented. Empirical evidence on the longitudinal effects reveals a complex interaction and trajectories between mental health and resilience. Finally, novel directions for psychosocial support for adolescents with high stress levels will be presented, focusing on innovative digital interventions.

Presentations of the Symposium

NEW DEVELOPMENTS AND CHALLENGES IN THE ASSESSMENT OF ABUSE IN ADOLESCENCE: EXPERIENCE OF THE VILNIUS STAR-A LONGITUDINAL STUDY

Paulina Zelviene, Evaldas Kazlauskas

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Despite growing evidence that abuse and other adverse experiences are highly prevalent during adolescence, their assessment remains methodologically and ethically challenging. This presentation draws on the experience of the Stress and Resilience in Adolescence

(STAR-A) longitudinal study to illustrate recent developments and persistent challenges in assessing abuse among adolescents. STAR-A is a large-scale longitudinal study conducted in school settings in Lithuania, aiming to examine the prevalence of stressful and traumatic experiences and their associations with mental health, resilience, and well-being.

The presentation outlines the study rationale, ethical framework, and methodological solutions used to assess psychological, physical, sexual abuse, and neglect in adolescence. Particular attention is focused on consent procedures, safeguarding participants, and finding a balance between ethical requirements and the need for valid data collection. The assessment strategy relied on developmentally sensitive, internationally validated self-report measures adapted for adolescent populations and implemented across multiple data collection waves.

Findings from STAR-A indicate high rates of abuse and potentially traumatic experiences among adolescents, with clear associations between abuse exposure and higher psychosocial functioning difficulties. The presentation also discusses key challenges related to participant retention, school transitions, and longitudinal follow-up. Overall, the STAR-A study demonstrates both the feasibility and complexity of conducting an ethically sound, large-scale assessment of abuse in adolescence and provides methodological insights relevant to future research.

RECENT DEVELOPMENTS IN UNDERSTANDING THE COMPLEXITY OF TRAUMATIC STRESS ACROSS THE LIFESPAN

Evaldas Kazlauskas, Paulina Zelviene, Agniete Kairyte

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Over the past decade, conceptualizations of traumatic stress have expanded substantially, reflecting increased recognition of heterogeneity in trauma exposure and responses across the lifespan. However, most empirical evidence has been derived from adult samples, which limits our understanding of how these developments apply to children and adolescents. This presentation reviews recent advances in the understanding of traumatic stress from a developmental perspective, with a particular focus on adolescence as a critical period of vulnerability.

Drawing on findings from the Vilnius STAR-A longitudinal study, the presentation examines patterns of potentially traumatic experiences and trauma-related symptoms in adolescence. Recent developments in diagnostic frameworks, including ICD-11 conceptualizations of posttraumatic stress disorder and complex posttraumatic stress disorder,

are discussed in relation to their relevance and applicability to younger populations. The presentation highlights developmental differences in symptom expression, cumulative and chronic stress exposure, and the role of social factors in the development of the complexity of responses to trauma.

Findings from the longitudinal and cross-cultural research illustrate how traumatic stress responses can evolve over time and how social context contributes to the onset of traumatic stress symptoms. Overall, the presentation emphasizes the importance of adopting a lifespan and developmental approach to traumatic stress research, discussing implications for assessment, prevention, and intervention in adolescent populations.

THE ROLE OF RESILIENCE IN MENTAL HEALTH IN THE CONTEXT OF STRESS AND TRAUMA

Agniete Kairyte, Evaldas Kazlauskas, Paulina Zelviene

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Resilience is increasingly emphasized in research on stress and trauma, yet its role in adolescent mental health remains complex and insufficiently understood. This presentation examines resilience as a dynamic process in the context of stress and traumatic experiences during adolescence, drawing on longitudinal data from the Vilnius STAR-A study. Rather than conceptualizing resilience as a stable trait, the study focuses on its interaction with mental health, psychosocial functioning, and exposure to adversity over time.

The presentation explores associations between resilience, stress reactions, trauma-related symptoms, and well-being among adolescents exposed to varying levels of stressful and traumatic experiences. Longitudinal findings reveal the stability of the resilience construct in adolescence and the bidirectional relationships between resilience and mental health, suggesting that resilience may both buffer against adverse outcomes and be shaped by ongoing psychological difficulties.

Finally, the presentation discusses implications for prevention and intervention, emphasizing the importance of developmentally sensitive approaches in strengthening resilience during adolescence.

SYMPOSIA



SELF-REGULATION IN PRESCHOOLERS: EMBODIED APPROACHES TO EARLY DEVELOPMENT

Chair(s): **Silvia Ampollini** (University of Parma, Italy)

Self-Regulation is a dynamic, multifaceted process that involves identifying a desired goal – whether behavioral, cognitive, or emotional - executing the necessary actions, and continuously monitoring progress to make appropriate adjustments. It is shaped by the efficiency of Executive Functions – a set of control processes engaged when relying on instinct or intuition is inadequate – and is widely recognized as a cornerstone of early childhood development, with significant short- and long-term implications for academic achievement, social relationships, mental well-being, and physical health. While traditionally conceptualized as a top-down process, emerging evidence emphasizes its embodied foundations, which are particularly influential during early childhood, a critical developmental window when cognitive awareness is still immature.

Despite the demonstrated efficacy of various interventions in fostering Self-Regulation in preschoolers, the mechanisms underlying their success remain poorly understood, with limited research investigating their impact on the implicit, automatic processes foundational to Self-Regulation.

Grounded in Embodied Cognition, this symposium explores four bottom-up programs employing multisensory and musical whole-body immersive experiences to explicitly target embodied mechanisms hypothesized to underlie Self-Regulation and Executive Functions in typically developing preschoolers. By bringing these approaches into dialogue, the symposium aims to broaden perspectives, generate new ideas and hypotheses, and deepen understanding of the embodied processes shaping Self-Regulation. This focus is especially timely given the increasing prevalence of Self-Regulation difficulties among children and adolescents. Whether stemming from heightened diagnostic awareness, evolving criteria, or broader lifestyle changes, these challenges highlight the need to leverage early developmental plasticity to foster lasting improvements.

Targeting the embodied roots of Self-Regulation during preschool's critical window of malleability through playful and ecologically valid interventions, like those presented in this symposium, offers a promising pathway to inform educational and healthcare systems. This approach could support broad efforts in potentiation, prevention, and rehabilitation, potentially fostering enduring and widespread developmental success.

Presentations of the Symposium

FROM THE BOTTOM TO THE TOP: ENHANCING PRESCHOOLERS' EXECUTIVE FUNCTIONS AND SELF-REGULATION THROUGH DAILY INTERSENSORY SYNCHRONY EXPERIENTIAL PRACTICE

Silvia Ampollini, Ada Cigala

University of Parma

Time proximity serves as a fundamental, low-level, amodal cue that segments the array of overlapping stimuli into distinct, multimodal Gestalts, enabling accurate perception of both the inner and outer world. This mechanism is reflected in Sensitivity to Intersensory Synchrony (SIS), the ability to detect temporal alignment across sensory inputs. SIS forms the foundation of a developmental hierarchy: by enhancing multisensory redundancy, which improves perception, memory, learning, and motor functions, it appears to support the development of higher-order processes, including Inhibitory Control and Self-Regulation. Indeed, by decoding the environment more efficiently, children have greater cognitive resources to allocate to relevant stimuli (Attention Inhibition) and to modulate responses appropriately (Response Inhibition).

Acknowledging the role of experience in shaping multisensory processes, this study tests the effectiveness of a perceptual training program in enhancing Inhibitory Control and Self-Regulation from the bottom-up by targeting SIS.

A total of 110 typically developing preschoolers participated in a 12-week Daily Intersensory Synchrony Experiential Practice (ISEP-D), consisting of 15-minute-sessions conducted five days a week in kindergarten classrooms by teachers. The training promoted the active experience of synchrony across multiple sensory modalities through playful activities.

Pre- and post-test assessments, comprising a preferential looking task and a battery of standardized tests, demonstrated greater improvements in SIS, Inhibitory Control, and Self-Regulation in the experimental group compared to 122 age-matched controls.

These findings highlight the potential of simple, engaging embodied interventions to enhance Self-Regulation by targeting its sensory foundations. The data also elucidates connections between multisensory integration and higher-order processes, providing insights for preventive and enhancement strategies in education and healthcare systems. Integrating ISEP-D into school curricula ensures ecological validity, accessibility, and inclusivity, particularly for children in disadvantaged settings. If shown effective also for children with atypical development, ISEP-D could become a scalable early intervention for fostering essential developmental skills across diverse populations.

THE IMPACT OF A MUSICAL INTERVENTION ON PRESCHOOL CHILDREN'S EXECUTIVE FUNCTIONS

Alice Bowmer¹, Kathryn Mason¹, Julian Knight², Graham Welch¹

¹University College London, ²Creative Futures

The cognitive benefits of music interventions for young children have been increasingly studied in recent years. This study investigated the effect of weekly musicianship training on the executive function abilities of 41 preschool children aged 3-4 years.

The study had a two-phase experimental design. In Phase 1, one group of children (Group A) took part in eight weekly musicianship classes, provided by a specialist music teacher, whilst another group (Groups B and C combined) engaged in nursery free play. During Phase 2, Group A continued with music classes, while Group B began music classes for the first time and Group C took part in an art intervention. EF ability was measured at baseline and post-phase 1 and post-phase 2 using a set of six age-appropriate EF tasks and the BRIEF-P teacher rating scale.

All groups improved on the 6 EF tasks over the course of the study.

The music group showed greater improvement on two EF tasks during phase 1 (Tower of London and Peg Tapping) when compared to the group who remained in normal nursery time. Findings were not replicated after the addition of an active control condition in phase 2. A repeated measures ANOVA found no significant difference in performance improvement between the three participant groups during phase 2; however, the performance difference between groups was nearing significance for the peg tapping task ($p = 0.06$). Peg tapping (a measure of inhibition) stood out as a task that appeared to be most impacted by musical training.

The findings contribute to ongoing debates about the potential cognitive benefit of musical interventions, including important issues regarding intervention duration, experimental design, target age groups, executive function testing, and task novelty. Music interventions such as this engage sensory, motor, and emotional systems, fostering integrated learning and enhancing cognitive processes through bodily experiences.

RHYTHM AND MOVEMENT FOR SELF-REGULATION, EXECUTIVE FUNCTION, SOCIAL, AND BEHAVIOURAL SKILLS IN THE PRESCHOOL YEARS: THE RAMSR PROGRAM

Kate Williams

University of the Sunshine Coast

Early self-regulation and social skills are an important predictor of lifelong learning and well-being indicators. Unfortunately, many children experience challenges with self-regulation development, at times related to stressful home environments, low resource settings, disability, and the impact of world events including the pandemic and natural disasters. Addressing the brain architecture underlying self-regulation development for all young children, and supporting positive social skills, requires activities that explicitly target brain processes, with rhythmic movement being an ideal medium. This paper profiles an Australian-designed program, Rhythm and Movement for Self-Regulation (RAMSR). RAMSR was specifically designed based on evidence and practice approaches from neurologic music therapy, music education, and developmental psychology, and can be delivered by any adult trained in RAMSR, whether or not they have a music background. This paper will present the theory and rationale behind the approach, along with findings from two randomised controlled trials, one in Australia (N = 213), and one in Hong Kong (N = 286), both with preschool children living in low socio-economic communities. In the Australian trial, preschool teachers were trained face to face and provided with coaching support to deliver the program. In Hong Kong, preschool teachers were trained only online and received no ongoing implementation support. The intervention group in both countries received 16 to 20 sessions of RAMSR over eight weeks, while the control group undertook the usual preschool program. Fidelity of implementation was high in both countries, despite the differences in teacher training approaches. RAMSR effectively boosted young children's self-regulation, behavioural, and social skills in both settings with effects sustained to follow-up. These findings demonstrate that it is feasible to train adults with no music background to deliver the RAMSR program, yielding positive and important effects for children from low socio-economic backgrounds.

DEVELOPMENT OF CHILDREN'S EMOTION KNOWLEDGE – RESULTS FROM 3 COUNTRIES IN EUROPE

Chair(s): **Maria von Salisch** (Leuphana University, Germany Lüneburg, Germany)

Early and middle childhood are periods of time in which children's emotion knowledge grows in rapid strides. This prepares children for current and future challenges of their social and academic life and contributes to their psychosocial adjustment. This symposium charts children's development and explores connections between interindividual differences in emotion knowledge and children's cognitive development and social success in the peer world.

Because all presentations use the Adaptive Test of Emotion Knowledge for Three- to Nine-Year-Olds (ATEM 3-9), cultural similarities and differences between samples from Portugal, Switzerland, and Germany can be examined as well.

Patricia Moreira and colleagues start out by presenting the new Portuguese version of the ATEM 3-9 including its psychometric properties in a sample of N = 112 5- to 6-year-olds. Children with higher ATEM 3-9 scores showed more functional emotion regulation, more prosocial behavior, and better peer acceptance.

Tatiana Diebold and colleagues follow up with a longitudinal study of N = 98 3- to 4-year-olds from Switzerland which expects that higher levels of emotion knowledge are associated with more positive peer relationships and that they predict greater growth in these relationships over the course of a school year.

Maria von Salisch and Katharina Voltmer examine the factors that predict growth in emotion knowledge among N = 192 second graders from Germany. Their study identifies language skills, general cognitive abilities, and advanced theory of mind as cognitive factors driving the growth over time in children's emotion knowledge.

This sets the stage for the cross-lagged panel model by Maria von Salisch and Katharina Voltmer which examines the reciprocal relations between growth in emotion knowledge and grammar in the same sample of 7- to 9-year-olds from Germany. These results suggest that emotion talk stimulates both language development and emotion knowledge.

CONTRIBUTIONS OF THE ADAPTIVE TEST OF EMOTION KNOWLEDGE (ATEM 3-9) IN OUTLINING THE SOCIO-EMOTIONAL PROFILE OF A PORTUGUESE SAMPLE

**Patricia Moreira¹, Andreia Pinho², Carla Silva², Mafalda Moreira²,
Raphael Almeida Gil², Diana Alves¹**

¹University of Porto, Portugal, ²FAPFEIRA, Portugal

Emotion knowledge plays a crucial role in children's social and emotional development. The Adaptive Test of Emotion Knowledge (ATEM 3-9) is a newly developed measure encompassing seven components of emotion knowledge in children aged 3 to 9. The ATEM 3-9 is an adaptive test that uses skip and dropout rules to adjust for children's varying levels of knowledge. Beyond its original German version, the ATEM has been translated into English, Hebrew and Portuguese. This study aimed to examine the psychometric properties (e.g., factor structure and internal consistencies) of the Portuguese translation. Concurrent validity was also examined by exploring associations between the seven subscales (Facial Recognition, Situational Recognition, Mixed Emotions, Desires, Beliefs, Display Rules and Emotion Regulation Strategies) and measures of emotion knowledge and peer acceptance. Data were collected from 112 preschool children (53.6% male), aged between 5 and 6 years old ($M = 5.76$; $SD = 0.32$).

The proposed seven-factor structure was replicated, and internal consistencies were satisfactory. Meaningful associations of ATEM's subscales with emotion knowledge and peer acceptance were found, proving the concurrent validity of this questionnaire. In general, higher emotion knowledge was associated with more functional emotion regulation, prosocial behavior, and peer acceptance. Overall, the findings suggest that the Portuguese version of ATEM is a reliable and valuable instrument for assessing individual components of emotion knowledge in preschool children. It provides a nuanced understanding of various aspects of emotion knowledge and holds potential for applications in developmental research and interventions targeting social-emotional learning. Moreover, it is suitable as an instrument for tracking emotion knowledge development, with potential for future validation in clinical settings.

LONGITUDINAL ASSOCIATIONS BETWEEN EMOTION KNOWLEDGE AND POSITIVE PEER RELATIONSHIPS IN SWISS PRESCHOOL CLASSROOMS

**Tatiana Diebold¹, Pablo Nischak², Sonja Lorusso², Ori Harel²,
Carine Burkhardt Bossi¹, Sonja Perren²**

¹Thurgau University of Teacher Education, Switzerland, ²University of Konstanz, Germany

Preschool years are a critical period during which children face increasing social and emotional challenges while simultaneously developing essential skills to navigate these challenges and to meet the social demands of everyday life. Growing research highlights the critical importance of skills comprising emotional competence (i.e., emotion expression, emotion knowledge, and emotion regulation) for both current and future psychosocial adjustment (Valiente et al., 2020). Studies have shown that emotional competence is crucial for fostering successful social relationships – even at preschool age (Lemerise & Harper, 2014) – and is associated with peer-related social competence (Garner & Estep, 2001).

The purpose of this study was to extend the limited literature on emotional determinants of peer relationships in preschool-age children by examining the concurrent and longitudinal associations between young children's emotion knowledge and their positive peer relationships in preschool classrooms.

To address the research questions, a longitudinal study with three assessment points over the course of a school year was conducted. 16 Swiss playgroups including $N = 98$ children ($M = 44.9$ months, $SD = 6.5$; 40% girls) participated in the study. Children's emotion knowledge was assessed using the Adaptive Test of Emotion Knowledge (ATEM 3-9) – a standardized test designed for children aged 3 to 9, which measures a child's ability to recognize and understand emotions. Additionally, playgroup educators reported on the quality of children's peer relationships (SOCOMP). The data collection has been completed, and the data are currently being analyzed. Using latent growth modeling, we expect to find that higher levels of emotion knowledge are associated with more positive peer relationships and predict greater growth in these relationships over the course of a school year. The results will be presented and discussed with a focus on the potential role of emotion knowledge in supporting positive peer relationships in the preschool classroom.

WHAT PREDICTS GROWTH IN PRIMARY SCHOOL CHILDREN'S EMOTION KNOWLEDGE?

Maria von Salisch, Katharina Voltmer

Leuphana University, Germany

Knowing about one's own emotions and those of others is a well-known predictor for school success because school is a social endeavor, especially in the early grades. Less is known about the factors that foster growth of emotion knowledge (EK) in primary school children. Because EK is transmitted verbally and more advanced components of EK ask children to predict protagonists' emotions in relation to their desires, (false) beliefs, and display rules, children's language skills, general cognitive abilities, and advanced Theory of Mind (ToM) are promising predictors. As part of an intervention study with teachers and afterschool educators on how to use emotion talk in their interactions with children, we tested the effects of these skills on children's EK over three time points.

Data were collected at T1 from $N = 259$ children ($M_{\text{age}} = 93.12$ month, $SD = 5.64$, range = 81 – 114 months) from Germany. Dropout reduced the sample to $N = 199$ at T3. Because of missing values, data from $N = 192$ children nested in 13 classrooms were used to conduct a multilevel mixed-effects analysis predicting EK scores across the three time points. EK was assessed with the ATEM 3-9, grammar with the TROG-D, and cognitive abilities with the CFT as part of a larger test battery.

Unsurprisingly, total ATEM 3-9 scores increased significantly over time. The nonsignificant time by group interaction indicated that there was no intervention effect on children's EK, neither in general nor on any of the EK components. However, children's grammar, their cognitive abilities, and their ToM each contributed positively to the prediction of their ATEM 3-9 scores. Grammar and general cognitive abilities were also significant positive predictors of all seven components of the ATEM 3-9.

Discussion focusses on the cognitive factors underlying growth in school children's EK.

WHAT COMES FIRST: CHILDREN'S LANGUAGE SKILLS OR THEIR EMOTION KNOWLEDGE?

Maria von Salisch, Katharina Voltmer

Leuphana University, Germany

Cross-sectional studies agree that the development of children's language skills and emotion knowledge are interrelated, but the direction of effects remains unknown. On the one hand, children's growing understanding and use of grammar should contribute to an expansion of their emotion knowledge, because grammatical features like morphological endings or tempi indicate who experienced which emotion under which circumstances. On the other hand, broadening children's emotion knowledge should enhance their growing command of grammar, because emotion talk stimulates children to use grammatically complex language.

To this end, data from $N = 276$ children in primary school ($T1 M_{age} = 93.12$ month, $SD = 5.64$, range = 81 – 114 months) from Germany were included in a cross-legged panel model with emotion knowledge and grammar predicting each other at T1, T2, and T3, each about 4 to 5 months apart. Family migration and children's general cognitive abilities were used as control variables. Emotion knowledge was assessed with the ATEM 3-9 and grammar with the TROG-D in primary school classrooms as part of a larger test battery.

The multilevel structural equation model showed a good fit ($\chi^2(6) = 15.158$, $p = .019$, $CFI = 0.99$, $TLI = 0.95$, $RMSEA = 0.090$, 90% CI [0.029, 0.150], $SRMR = 0.023$). Model comparisons indicated that both directions were supported at both time points, i.e., children's grammar predicted their later emotion knowledge and children's emotion knowledge predicted their later grammar with paths of about equal strength. Migration background was associated with both grammar and emotion knowledge at T1. General cognitive abilities were also associated with grammar and emotion knowledge at T1 and with emotion knowledge at T2 and T3.

The reciprocal effects suggest that children's grammar stimulate the development of their emotion knowledge just as much as emotion knowledge stimulates their development of grammar. Interventions which combine the two fields will be discussed.

BIOBEHAVIORAL DYNAMICS OF FAMILY INTERACTIONS: SOCIOEMOTIONAL DEVELOPMENT IN CHILDREN TAKING INTO ACCOUNT SYNCHRONY, ATTACHMENT AND FAMILY RESILIENCE

Chair(s): **Michel Sfeir** (Department of Clinical Psychology, University of Mons, Belgium)

Family interactions are core elements for the socioemotional development of children. Healthy relationships offer a secure environment notably by teaching children emotional regulation and helping families face stress and daily hassles. Research has shown that families who adopt positive interactions and regulate their reactions tend to be more resilient facing stress. These interactions can be observed on several levels such as through behavioral observations or on physiological levels. The following symposium aims at investigating the role of resilience and child regulation in family interactions and vice-versa. The first presentation will delve into the characteristics of hardiness to better understand family resilience in small communities in the Amazon region and the factors involved in its perception by mothers and fathers. The second presentation will tackle family interactions via biobehavioral synchrony, which was seen to be present in families with a secure-base attachment where the child feels safe to express and regulate their emotions. The role of attachment will be highlighted to better understand how families can interact with one another and be more resilient during a stress-induced task. This ability to regulate emotions during family interactions will be put into perspective in the third presentation according to different family functioning profiles (cooperative-conflictual-disordered). Finally, the last presentation will assess the individual differences in the development of infant joint attention during interactional tasks using a longitudinal design. The aim of this presentation will serve to pinpoint the associations of joint attention with different socioemotional aspects in children. This symposium will offer insight into family dynamics and interactions by putting into evidence several factors that can be observed in interactions that need to be considered while assessing child socioemotional development as well as family resilience.

FAMILY RESILIENCE AMONG THE “RIBEIRINHAS” IN THE AMAZON REGION

**Julia Scarano de Mendonça, Ryan Lucas de Souza Linard,
Bruna Jamilly Carvalho de Assis Mattos, Jonas Carvalho e Silva,
Simone Souza de Costa Vila**

Behavior Theory and Research Center, Federal University of Pará, Belém, Pará, Brazil

Introduction: Family resilience can be defined as the capacity of the family system to resist and recover from stressful life challenges (Walsh, 2016). Past research shows that several factors influence parental perception of family resilience, including parent-child interaction, parental depression and the interparental relationship. There is a lack of research on family resilience in the global south, especially in remote areas. The aim of this study is to understand the family resilience, measured using the adapted and validated version of Family Hardiness Index (FHI) (dos Santos Silva et al., in press), of families living along the rivers, in the Amazon region and the factors involved in its perception by mothers and fathers. This is a vulnerable population with low human development index and few public policies. This study is part of a larger project on family functioning and the child's emotion regulation in course.

Methods: Until now, 27 families living in the islands close to the city of Belém, in the north of Brazil, were visited and both mother and father answered to the FHI and other instruments. Parents were also observed interacting with their children in dyads (M-C and F-C) and triad (M-F-C). The children were between 3 and 5 years old.

Results: Preliminary results revealed that mothers obtained higher scores than fathers in the total score and in the two dimensions of the FHI validated version: 1) commitment and challenge and 2) control and confidence. Non-parametric t-tests revealed significant statistical differences between mothers and fathers in the total score ($p=.03$) and in the control and confidence dimension ($p=.05$) suggesting that mothers have a greater family's sense of being in control of family life rather than being shaped by outside events and circumstances than fathers. Further analyses will help identify the factors involved in the perception of family resilience.

TRIADIC STRESS RESILIENCE TRANSMISSION: THE ROLE OF ATTACHMENT AND SYNCHRONY

Michel Sfeir¹, Mélanie De Leener², Mandy Rossignol², Sarah Galdiolo¹

¹Department of Clinical Psychology, University of Mons, Belgium, ²Department of Cognitive Psychology and Neuropsychology, Faculty of Psychology and Education, University of Mons, Mons, Belgium

Introduction: Family resilience is characterized by the ability to cope with stress. Positive interactions may facilitate the transmission of resilience between family members. This can be observed through biobehavioral synchrony as family members who synchronize with one another can regulate their emotions and handle daily stressors. However, synchrony, being rooted in the interactions, may vary based on the attachment profile of family members. In fact, pioneers of attachment stipulate that a secure attachment promotes a healthy development in children as well as a positive interaction with the environment. We hypothesize that anxious attachment is associated with more synchrony due to its hypervigilance and intrusive nature. Whereas avoidant attachment is associated with less synchrony due to the inhibition of negative emotions. Therefore, a certain level of anxious attachment would foster positive interactions to compensate from stress. Which in turn, would help family members synchronize, allowing them to strengthen their bonds and face daily hassles while being resilient.

Methods: A total of 55 triadic families participated in a stress-induced task where participants had to build tangrams, where one of the paradigms was impossible to solve. Behavioral synchrony was assessed through coding, resilience was assessed via physiological measures by attaching electrodes on the participants to observe heart rate variability (HRV) and attachment was measured via scales that participants completed before the lab session.

Results: Based on the two attachment dimensions (avoidant-anxious), a mediation analysis will be conducted to assess how attachment can be associated with synchrony. And how synchrony would then be associated with more resilient. After the stressful task, HRV will be assessed to evaluate whether participants were able to recover from the task or not which in turn, will indicate how resilient each group is.

COOPERATIVE, CONFLICTUAL, OR DISORDERED FAMILY ALLIANCE: INFLUENCE ON INFANTS' PHYSIOLOGICAL REGULATION DURING FAMILY INTERACTIONS

Valentine Rattaz¹, Nicolas Favez¹, Nilo Puglisi¹, Hervé Tissot²

¹Faculty of Psychology and Educational Sciences, University of Geneva, Geneva, Switzerland,

²Center for Family Studies, Department of Psychiatry, Lausanne University Hospital and University of Lausanne, Switzerland

Introduction: The quality of mother-father-infant interactions, conceptualized in terms of family alliance, is known to influence infants' socioemotional functioning. It has been shown that this influence can be observed at a physiological level, through the measure of vagal tone. Family alliance can be classified into three categories, each with its own characteristics: cooperative, conflictual, and disordered. The present study investigates the differences in infants' physiological regulation during family interaction according to the category of family alliance.

Methods: 84 mother-father-infant triads participated in laboratory visits when the infant was 3 months of age. Parents were asked to play together with their infant as follows: 1) one parent plays with the infant, 2) parents switch roles, 3) parents play together with the infant, 4) parents have a discussion next to the infant. Infant's ECG was recorded to obtain the Root Mean Square of Successive Differences (RMSSD), an indicator of vagal tone. Family alliance was assessed through observation of interactive behaviors.

Result: Results of known class Latent Profile Analysis (LPA) showed differences in infants' RMSSD according to the family alliance category. Compared to cooperative family alliances, infants from disordered family alliances showed significantly lower RMSSD during most of the interaction. Infants from conflictual family alliances had significantly lower RMSSD only during the triadic interaction, and marginally during the discussion between the parents.

Conclusion: This study underlines the influence of family alliance on infants' physiological regulation. Infants in disordered family alliances showed an overall lower vagal tone, suggesting poorer physiological regulation, whereas infants in conflictual family alliances showed lower vagal tone only in the presence of both parents. The results are in line with previous studies showing that the impact of conflict in families does not necessarily impair individual parenting behaviors, but rather the way parents can coordinate together when interacting with the infant.

INDIVIDUAL DIFFERENCES IN THE DEVELOPMENTAL TRAJECTORIES OF JOINT ATTENTION: A 5-WAVES LONGITUDINAL STUDY IN THE FIRST YEARS OF LIFE

Eliala Alice Salvadori, Sara Congiu, Loredana Lucarelli, Roberta Fadda

Department of Pedagogy, Psychology, Philosophy, University of Cagliari, Italy

Introduction: Joint attention (JA) is a form of human information processing (Mundy & Newell, 2007) that involves the shared focus of two individuals on an object or event. Classically, its development has been linked to the emergence of social cognition (Bretherton, 1991). However, this social-cognitive model of JA doesn't allow to account for the wide range of individual differences in the first two years of life (Mundy et al., 2007). An alternative model suggests that the development of JA involves the integration of multiple processes (Mundy & Vaughan, 2008), whose role needs to be further investigated. Moreover, while most studies examining JA employed cross-sectional designs, there is a paucity of longitudinal research exploring its developmental trajectories.

Methods: The aim of this study is twofold. First, we examine the developmental trajectories of JA, measured at 9, 12, and 15 months during structured interaction with an experimenter (ESCS; Mundy et al., 2003). Second, we investigate correlates and precursors of JA at 3, 6, 9, 12, and 15 months across 5 domains evaluated with the GMDS-R (Griffiths et al., 1996): locomotor development, eye and hand coordination, language and communication, personal-social, and non-verbal cognitive skills.

Analytic Strategy: We will use multilevel modeling to examine the individual growth trajectories of JA. Structural equation modeling will be employed to explore the concurrent and longitudinal associations between JA and the motor, visual-motor, linguistic, social, and cognitive domains, with each domain being treated as a latent variable measured at multiple time points. Results will be presented and discussed at the conference.

Implications: Identifying the factors underlying individual differences in the development of infant joint attention has implications for clinical practice, including implementation and advancements of screenings and interventions for typical and atypical development, aimed at promoting healthy socio-emotional development and well-being in young children.

KEY ELEMENTS AND MECHANISMS IN BULLYING PREVENTION AND INTERVENTION

Chair(s): **Maud Vunderink-Hensums** (University of Amsterdam, The Netherlands)

Discussant(s): **Geertjan Overbeek** (University of Amsterdam)

Bullying remains a pressing global issue, necessitating effective, targeted interventions to reduce its prevalence and adverse outcomes. In this symposium, we aim to identify and evaluate key components of anti-bullying programs, and to examine underlying mechanisms that could inform intervention strategies. Together, these studies aim to deepen our understanding of what *precisely* should (not) be targeted to decrease bullying.

Garandau et al., investigate the role of fear of victimization and status aspirations as potential factors influencing bystander behavior. Surprisingly, fear of victimization seemed to discourage bully-following but not defending behavior. Caring about popularity predicted more bully-following and was unrelated to defending. These insights may deepen our understanding of the extent to which these factors should (not) be targeted in anti-bullying interventions.

Harakeh et al., evaluate the core elements of an anti-bullying program (Prima), investigating which elements work, for whom, and in what contexts. Using real-time assessments during a 10-week implementation of the Prima program, this study examines the processes and mechanisms—such as shifts in attitudes, empathy, self-efficacy, and norms—underlying changes in bullying behavior for subgroups of children.

Vunderink-Hensums et al., build on prior Individual Participant Data Meta-Analysis (Hensums et al., 2022) by incorporating additional trials and intervention programs, broader cultural diversity, and implementation fidelity markers, to investigate the effectiveness of anti-bullying intervention components worldwide. Subgroup analyses examine moderators such as age, gender, and socioeconomic status, exploring how interventions can be tailored to maximize effectiveness while mitigating unintended effects.

Last, Prof. Geertjan Overbeek will serve as the discussant, integrating insights from these studies and reflecting on their implications for research and practice.

This integrative exploration advances our understanding of what works, for whom, and why, providing critical insights for developing more precise and effective anti-bullying interventions.

DO FEAR OF VICTIMIZATION AND CARING ABOUT ONE'S POPULARITY PREDICT VICTIM-DEFENDING AND BULLY-FOLLOWING BEHAVIORS?

Claire Garandeau¹, Julia Nuckols¹, Daniel Graf¹, Sarah Malamut¹, Tessa Lansu²

¹University of Turku, ²Radboud University Nijmegen

One promising avenue for decreasing bullying is to discourage bystanders from joining in the bullying and encourage them to defend victims. This requires an understanding of the motivations underlying these behaviors. Fear of becoming a target might explain why some students refrain from defending victims and why some choose to support those who initiate bullying. Caring about one's popularity may also promote bully-following. However, its possible role in predicting defending remains unclear. This study examines the concurrent and prospective effects of fear of victimization and finding popularity important on bully-following and two types of defending behaviors, controlling for age, gender, victimization and popularity.

Participants included 2709 Finnish adolescents in grades 7-9 ($M_{age} = 13.79$, $SD = .95$; 51.5% boys) who provided data in the middle (T1) and end (T2) of one school year. Classrooms with participation rates <40% and no bullying were excluded from analyses. Fear of victimization was self-reported (3 items). Bully-following was peer-reported (3 items); defending was victim-reported and binary-coded (1 = nominated at least once; 0 = never nominated).

Contrary to expectations, fear of victimization did not predict a lower likelihood of defending behaviors but was concurrently and longitudinally associated with lower bully-following, suggesting that fear may inhibit harmful peer alignment rather than defending. Finding popularity important was positively associated with bully-following over time, but showed no associations with defending. These findings highlight the nuanced role of fear and status motives in shaping bystander behavior and inform intervention strategies that aim to foster prosocial engagement in bullying situations.

WHICH ELEMENTS FROM AN ANTI-BULLYING PROGRAM ARE EFFECTIVE FOR WHICH VICTIMS AND WHICH PERPETRATORS?

Zeena Harakeh, Olmo van der Mast, Iris Eekhout, Minne Fekkes

TNO Child Health

Research shows that using more different core elements of antibullying programs leads to a greater reduction in bullying, but we do not yet know which elements contribute most to reducing bullying behavior. The aim of our study is to investigate the core elements of anti-bullying program and study what elements work for whom, when and how? The following research questions will be studied:

1. What works?: Which elements make the greatest contribution to this decrease in bullying?;
2. For whom?: For which victims and perpetrators do the effective elements work?;
3. When? In which bullying situations and which class compositions are these elements most effective?;
4. Why?: What are the explanatory mechanisms (changes in attitude, empathy, self-efficacy and norms) why these elements work?

Method: Between October 2024 and February 20-25 at five schools the Prima anti-bullying program will be implemented. Through Ecological Momentary Assessments (EMAs) bully victims and perpetrators have been followed during a 10-week period in which several anti-bullying measures were executed. During this 10-week period teachers filled out a questionnaire on their anti-bullying measures every week. Analyses are currently executed and will focus on determining which elements and processes precede the resolving of a bullying incident. Results will be presented on the individual bullying and victim cases in our sample and the intervention elements that are related to a change in bullying behavior.

HOW DO SCHOOL-BASED ANTI-BULLYING INTERVENTION COMPONENTS IMPACT YOUTH ACROSS CONTINENTS? AN INDIVIDUAL PARTICIPANT DATA META-ANALYSIS 2.0

**Maud Vunderink-Hensums¹, Liina Björg Laas Sigurðardóttir², Brechtje de Mooij¹,
Minne Fekkes³, Suzanne Jak¹, Geertjan Overbeek¹**

¹University of Amsterdam, ²University of Oxford, ³TNO Child Health

Bullying remains a pervasive global issue, with significant adverse outcomes for children and adolescents (UNESCO, 2018). While school-based anti-bullying interventions demonstrate general effectiveness, we're still learning more about how specific intervention components might impact subgroups of youth differentially. To this end, we previously conducted a first and explorative, Individual Participant Data Meta-Analysis (IPDMA) assessing what works for whom in school-based anti-bullying interventions (Hensums et al., 2022). Building on this work, we expanded our dataset to include more trials, implemented in more diverse cultural contexts, including more information on implementation fidelity. To date, we pooled data from 97,519 children and adolescents aged 5–20 years. This extended dataset includes 29 trials (testing 19 interventions) in 13 countries. Multilevel logistic regression models, which are currently executed and will be presented in August, will investigate the effects of school-based anti-bullying interventions on self-reported victimization and bullying perpetration, with a focus on subgroup analyses such as age, baseline victimization and perpetration, gender, ethnicity, and socio-economic status. We aim to replicate prior findings, which showed small overall intervention effects (i.e., reductions in victimization: $d = -0.14$, perpetration: $d = -0.07$), particularly for younger children and heavily victimized youth. Importantly, we aim to further elucidate the role of individual intervention components, including the potential iatrogenic effects observed in our earlier work. In additional analyses, we examine whether new moderators, such as cultural context or implementation fidelity, impact intervention effectiveness. Our findings may provide novel insights into tailoring interventions to maximize their effectiveness for diverse subgroups of youths.

NOVEL APPROACHES TO EVALUATING THE EFFECTIVENESS OF INTERVENTION ELEMENTS FOR IMPROVING THE PSYCHOSOCIAL FUNCTIONING OF CHILDREN AND ADOLESCENTS

Chair(s): **Loes van Rijn - van Gelderen** (University of Amsterdam, The Netherlands)

One in seven young people experiences psychological health problems, with untreated conditions leading to academic struggles and broader health consequences. Therefore, effective interventions for children, adolescents, and parents are essential, yet research shows that not everyone benefits from current approaches.

This symposium brings together diverse scientific approaches, including multiple-case studies and intensive longitudinal research, integrating both quantitative and qualitative designs. It examines populations ranging from pre-school children to adolescents across various European countries and explores interventions from parenting programs to element-based strategies for adolescents, all aimed at evaluating the effectiveness of common intervention elements.

First, Brechtje de Mooij will share whether the focus of feedback in a parenting intervention is related to the effectiveness of the intervention. She presents data from a multiple-case study of 45 families (children aged 2-12 years), which utilized pre-post, and follow-up questionnaires and twice-daily questionnaires in the days before and after each session.

Second, Truls Tømmerås will present data from the iterative optimization of a novel personalized transdiagnostic parenting intervention designed to prevent and treat internalizing and externalizing mental health issues. Findings from two test cycles evaluating two different versions of the intervention will be presented, including multiple-baseline designs to assess individual change across baseline and intervention phases, as well as user-feedback identifying areas for optimization.

Third, John Kjøbli will present findings from a 90-day intensive longitudinal study examining the effects of key intervention elements (Positive Activities, Exposure, Cognitive Restructuring, and Mindfulness). He will discuss how these insights, alongside qualitative interviews, guide further intervention refinement.

Finally, Loes van Rijn – van Gelderen will serve as the discussant, integrating insights from these studies and providing a reflection on their implications for research and practice.

Together, these studies provide valuable insights into optimizing mental health interventions, ensuring resources are directed toward strategies proven to be effective.

DOES FEEDBACK IN PARENTING INTERVENTIONS IMPROVE PARENTING? A MULTIPLE CASE STUDY INVESTIGATING THE EFFECTS OF THE FAMILY CHECK-UP

**Brechtje de Mooij, Laura Wielemaker, Geertjan Overbeek,
Loes van Rijn - van Gelderen**

University of Amsterdam

The Family Check-Up (FCU) is a short intervention to support children's psychosocial functioning by optimizing parenting behavior in 3 standardized sessions. Session 1 consists of an interview to work on rapport, motivation for change, and getting to know the family. Session 2 consists of a self-report questionnaire and observations of family interaction tasks to obtain information about parenting- and child behavior and interactions, and family management. In session 3, the FCU therapist combines this information to provide (video)feedback to parents on which aspects of parenting and family management are strengths or areas for improvement. Various RCTs have shown that the FCU is effective: parenting skills improve and children's psychosocial functioning increases in families who completed the FCU (e.g., Smith et al., 2014;). However, the FCU has only been tested as a whole, which makes it unclear when and how parents change their behavior during the intervention. Additionally, it remains unclear to what extent the focus of the feedback in the Family Check-Up influences its' effects.

We fill this knowledge gap by conducting a multiple-case study with 45 families in which we intensively assess parenting and children's psychosocial functioning. Parents complete short questionnaire twice-daily for five to seven days before each session (baselines) and five days after each session (intervention phases). We will test whether parenting and/or child psychological functioning changes differ between baseline and intervention phases using mixed models regression analyses. If the change in an intervention phase is significantly larger than in the baseline phase, this shows intervention effectiveness. In addition, using repeated measures MANCOVA's (3 waves: pre, post, follow-up), we will test whether the change in parenting (parent-child relationship quality, positive behavioral support, and effective limit setting) is dependent on the (video)feedback provided. Data collection is ongoing; preliminary results will be available in August.

OPTIMIZING A NOVEL TRANSDIAGNOSTIC PARENT TRAINING INTERVENTION TO PREVENT CHILDHOOD MENTAL HEALTH PROBLEMS

Truls Tømmerås, Agathe Backer-Grøndahl, Andreas Høstmælingen

Norwegian Center for Child Behavioral Development

To prevent and treat internalizing problems (e.g., anxiety, depression) and externalizing problems (e.g., conduct issues, oppositional behavior) in children aged between 4 and 12, a personalized transdiagnostic intervention—Supportive Parents – Coping Kids (SPARCK) – has been co-created with stakeholders in Norwegian municipal frontline services. SPARCK builds on Generation PMTO and the social interaction learning model, integrating active practice elements from other effective change models, including cognitive behavioral therapy, family accommodation, emotion socialization, and attachment-based interventions. Over the course of up to 12 sessions, parents receive tailored elements designed to address child symptoms, family strengths and specific challenges.

During the optimization process, an iterative test-refine-retest approach was used to create a usable and effective intervention that aligns with routine practice contexts and end-user needs. SPARCK was optimized based on qualitative user-feedback and quantitative individual effect data from single case experimental designs. The mixed-methods design evaluated what works—and what doesn't—for whom. Two versions of SPARCK were tested with 14 participants in each group. This presentation includes findings from qualitative interviews with caregivers and practitioners, which highlight areas for optimization, as well as data from single case randomized multiple baseline designs assessing internalizing and externalizing individual effects across baseline and intervention phases. Results demonstrate larger effect sizes following the optimization of SPARCK and the introduction of a decision support system, which facilitates improved tailoring of intervention content.

OPTIMIZING AN INTERVENTION TO PREVENT MENTAL HEALTH PROBLEMS IN ADOLESCENTS USING INTENSIVE LONGITUDINAL DATA

**John Kjøbli¹, Emily G. Vira², Anneli Mellblom³, Thomas Engell³,
Line S. Kvamme³, Siri S. Helland³**

¹Regional Center for Child and Adolescent Mental Health, Oslo, Norway; Institute of Education, University of Oslo, Oslo, Norway, ²Promenta Research Center, Department of Psychology, University of Oslo, Oslo, Norway; Division of Mental and Physical Health, Norwegian Institute of Public Health, Oslo, Norway., ³Regional Center for Child and Adolescent Mental Health, Oslo, Norway

Kort is an element-based intervention developed to prevent mental health problems in adolescents. The intervention elements are chosen based on systematic reviews and is co-created with adolescents and school health nurses. Optimizing interventions is crucial before experimental testing, and we have therefore conducted an intensive longitudinal study to optimize the intervention elements: Positive activities, Exposure, Cognitive restructuring, and Mindfulness.

To capture day-to-day variations in emotion regulation, 50 adolescents were invited to complete daily reports of the following emotion regulation strategies: rumination, distraction, reactive impulsivity, cognitive reappraisal, acceptance, and savoring. Intensive longitudinal data were collected over a baseline period of two weeks and continued for 90 days during the intervention. Due to large variations in the timing of receiving intervention elements across adolescents, analyses were performed within a single-case design. Between-case standardized mean differences were estimated, where individual trends before and after receiving an element were compared and the individual effects were summarized.

Preliminary results from between-case standardized mean difference analyses showed positive effects of the element cognitive restructuring on cognitive reappraisal, as predicted. Results also showed a positive effect of the element exposure on distraction.

Intensive longitudinal data enables us to estimate the immediate changes during an intervention related to specific intervention elements. The results will be triangulated with qualitative interviews with adolescents and clinicians to inform further optimization.

EMOTION REGULATION IN CHILDREN AND ADOLESCENTS: DEVELOPMENT, CONTEXTS, AND CORRELATES

Chair(s): **Michaela Gummerum** (University of Warwick, United Kingdom)

Emotion regulation, that is altering one or more physical, subjective, and behavioral components of emotional antecedents or reactions oneself or others, is an important developmental skill. For example, existing studies point to the important function emotion regulation might play for children's and adolescents' social and cognitive development, social relations, and mental health. While numerous studies have investigated the development of intrapersonal emotion regulation (i.e., how people regulate their own emotions), research on the development of interpersonal emotion regulation (i.e., how people change the emotions of others) is scarce. This symposium aims to bring together research on the development of intra- and interpersonal emotion regulation in children and adolescents from four countries to address (1) the developmental patterns of children's and adolescents' willingness of and strategies used for changing their own and other's emotions; (2) the emotional, relational, and cultural contexts that support the development of emotion regulation; (3) the adaptive and maladaptive correlates of intra- and interpersonal emotion regulation in children and adolescents. This symposium contains four presentations. In presentation 1, Er Vargün et al. investigated Turkish children's and adolescents' willingness and the strategies they used to regulate the emotions of victims and violators of positive and negative moral duties. In presentation 2, Gummerum et al. examined whether adolescents' willingness and strategies to regulate other's negative emotions differed by emotion (sadness v. fear), relationship (mother v. best friend) and cultural (Türkiye, Netherlands, UK) context. In presentation 3, Lin et al. examine the effects of parenting style on Chinese adolescents' emotion regulation and whether emotion regulation predicted involvement in bullying episodes. In presentation 4, te Brinke et al. examine the associations between adolescents' intention to regulate the emotions of close others, their interpersonal emotion regulation repertoire, and prosocial versus antisocial behaviors.

INTERPERSONAL EMOTION REGULATION IN CHILDREN AND ADOLESCENTS: EXPLORING DIFFERENT MORAL CONTEXTS

Gamze Er Vargün¹, Michaela Gummerum²

¹Anadolu University, ²University of Warwick

Interpersonal emotion regulation (IER) strategies, which play a crucial role in socio-emotional development, is related to how one regulates the emotions of others. However, research on children's and adolescents' IER abilities in moral contexts is limited. The main purpose of this study is to investigate whether there are differences in children's and adolescents' IER abilities and their motivations for using these strategies across different types of moral violation scenarios. Additionally, we aimed to examine whether children's and adolescents' moral reasoning varies depending on the type of moral violation. To this end, we conducted online interviews with 105 participants from age groups: 5 years (n = 33), 9 years (n = 38), and 13 years (n = 34). Two scenarios involving violations of positive (not sharing) and negative (stealing) moral duties were used to assess moral reasoning and IER abilities. Preliminary analyses showed that, as expected, participants evaluated the violation of a negative moral duty (stealing) as more wrong than the violation of a positive moral duty (not sharing). Regarding IER, results indicated that children and adolescents mostly preferred to change victim's emotions more than victimizer's emotion in both scenarios. However, they were more likely to change victimizer's emotion in stealing story compared to sharing scenario. Additionally, participants predominantly preferred behavioural engagement to regulate victim's emotions but preferred cognitive engagement to regulate victimizer's emotion in both scenarios. Moreover, while participants commonly used instrumental and altruistic reasoning to justify their emotion regulation strategies toward the victimizer in the stealing scenario, they predominantly used altruistic and social reasoning in the sharing scenario. Overall, these preliminary results suggest that children and adolescents' moral reasoning, IER abilities and motivations under these abilities may vary across different moral contexts.

CONTEXT EFFECTS IN ADOLESCENTS' INTERPERSONAL EMOTION REGULATION

Michaela Gummerum¹, Gamze Er Vargün², Lysanne Te Brinke³

¹University of Warwick, ²Anadolu University, ³Erasmus University Rotterdam

Adolescence is a period of major physical, cognitive, and social changes which affect how adolescents regulate their own and others' emotions. However, the existing literature has predominantly focused on intrapersonal emotion regulation skills, with research on adolescents' interpersonal emotion regulation (IER) abilities lacking. This pre-registered study examined whether emotional (sadness v. fear), relational (mother v. best friend), and cultural (Türkiye, the Netherlands, United Kingdom) contexts affected adolescents' intentions to regulate others' emotions and their selection of possible IER strategies. Data from 450 adolescents (151 from Türkiye, 144 from the Netherlands, 155 from the UK; Mage = 14.71 years, SD = 1.59, age range: 11–17 years) was collected between March 2023 and March 2024 through an online study using four vignettes and associated rating and open-ended questions. Adolescents had higher intentions to regulate emotions of their best friend than their mother and emotions of fear than sadness. Turkish adolescents were less likely to regulate others' emotions than Dutch and British adolescents. Adolescents were more likely to use response modification for fear and situation modification for sadness in coded and rated IER strategies. Adolescents were more likely to use cognitive engagement, attentional deployment, humor, and response modulation to regulate their best friend's rather than their mother's emotions. Turkish adolescents referred to response modulation IER strategies to regulate others' emotions while Dutch and particularly British adolescents used cognitive engagement. The repertoire of different IER strategies used did not increase with age. Overall, these results highlight significant contextual effects on adolescents' IER.

EFFECTS OF PARENTING STYLE ON CHINESE ADOLESCENT' EMOTION REGULATION AND INVOLVEMENT IN BULLYING EPISODES

Zinan Lin¹, Özge Ünal-Koçaslan², Michaela Gummerum¹

¹University of Warwick, ²Samsun University

Parenting is a cornerstone of adolescent development, influencing emotional, cognitive, and social outcomes. Among various parenting styles, tiger parenting—characterized by high expectations, strict rules, and an emphasis on discipline, academic achievement, and extra-curricular activities over all other aspects—has received significant attention in both academic and societal discussions. However, existing research on parenting styles has predominantly focused on investigating Baumrind's models of parenting styles and their impact on adolescents' socio-emotional development, including emotion regulation. Studies specifically examining tiger parenting have primarily focused on the academic outcomes and psychological well-being of children and adolescents, leaving a gap in our understanding of its effects on adolescents' emotion regulation and behaviors such as bullying. Moreover, research on tiger parenting has mainly concentrated on Asian-American populations, with insufficient attention given to the local Chinese context. Therefore, this pre-registered study aims to explore the implications of tiger parenting on the development of emotion regulation and involvement in bullying episodes among adolescents living in mainland China. Participants in the current study include approximately 800 adolescent-parent pairs from various cities, categorized by region and city-tier in mainland China. The adolescents involved are aged 12-18 years, covering grades 7 through 12. Data were collected through online self-reports by adolescents and parental-reports by their parents, measuring the adoption of tiger parenting style, adolescents' emotion regulation, and bullying behaviors (both perpetration & victimization). Analyses were conducted at the family unit level, with data from adolescents and their parents paired as one family unit. The research hypothesizes that tiger parenting negatively affects the development of emotion regulation in adolescents, which may, in turn, impact their involvement in bullying behaviors. The study also hypothesizes that factors such as location, parental educational level, gender, and number of siblings may moderate the relationship between tiger parenting and bullying involvement.

INTERPERSONAL EMOTION REGULATION AND ADOLESCENT BEHAVIOR: CROSS-CULTURAL ASSOCIATIONS WITH PROSOCIAL AND ANTISOCIAL OUTCOMES

Lysanne Te Brinke¹, Gamze Er Vargün², Michaela Gummerum³

¹Erasmus University Rotterdam, ²Anadolu University, ³University of Warwick

Interpersonal Emotion Regulation (IER) is conceptualized as an important socio-emotional ability. Therefore, the aim of this cross-cultural study was to examine associations between IER and adaptive-maladaptive developmental correlates among adolescents. Specifically, we looked at the associations between adolescents' intention to regulate the emotions of their best friends and mothers, their interpersonal emotion regulation repertoire, and prosocial versus antisocial behaviors. Participants are N = 450 adolescents (Mage = 14.71 years, SD = 1.59, age range: 11-17 years, 59% female) from Türkiye (N = 151), the Netherlands (N = 144) and the UK (N = 155). IER was measured with four vignettes that included situations in which either a mother or a best friend experienced fear or sadness. Participants rated their intention to regulate and subsequently described which emotion regulation strategies they would use. Prosocial and antisocial behaviors were measured with the Antisocial and Prosocial Behavior Questionnaire. A regression analysis showed that IER explained a significant proportion of variance in prosocial behavior, ($R^2=.07$, $F(2,419)=15.60$, $p<.001$). Adolescents with a broader IER repertoire reported higher levels of prosocial behaviors ($B = 0.10$, $SE = .02$, $p < .001$), whereas the intention to regulate did not predict prosocial behaviors ($B = .06$, $SE = .04$, $p = .183$). IER also explained a significant proportion of variance in antisocial behavior, ($R^2=.21$, $F(2,24)=9.98$, $p<.001$). Although IER repertoire did not predict antisocial behaviors ($B = 0.10$, $SE = .03$, $p = .597$), adolescents who were more inclined to regulate the emotions of their best friend and mothers, reported less antisocial behaviors ($B = -0.27$, $SE = .06$, $p < .001$). These findings show that aspects of IER are differentially related to prosocial and antisocial behaviors during adolescence. Follow-up analyses will be conducted to examine cross-cultural differences in the strength of these associations.

ASPECTS OF PARENTING LINKED TO YOUTHS' SOCIAL-EMOTIONAL DEVELOPMENT

Chair(s): **Yentl Koopmans** (KU Leuven, Belgium)

Aspects of parenting play a critical role in shaping the social-emotional development of youth. Understanding how parental factors and parental socialization practices contribute to youth emotional well-being and self-perception is essential for identifying pathways to foster healthy development and prevent maladaptive outcomes. This symposium addresses these crucial questions by focusing on diverse aspects of parenting and their implications for youth social-emotional functioning in four studies from four different universities in three different European countries. The first preregistered study from the Netherlands examined how parenting practices and parental values (e.g., how much parents value assertiveness vs. compassion) may play a role in cultivating adolescents' sense of entitlement. The second study from Belgium used a longitudinal design to examine the longitudinal direction of effects between early adolescent internalizing symptoms (i.e., depressive symptoms and loneliness) and mother-adolescent discrepancies in reports of maternal parenting behaviors (i.e., warmth and hostility). The third preregistered study from the Netherlands synthesized existing evidence on the associations between parent-child relationship quality and youth subjective well-being through a meta-analysis. The fourth study from Sweden examines whether adolescents' perceptions of parental overcontrol are linked to their well-being at both within- and between-family levels. By examining underexplored aspects of self, utilizing longitudinal methods, and synthesizing meta-analytic findings, this symposium deepens our understanding of how aspects of parenting may affect (or be affected by) youth social-emotional development. The insights gained hold significant value for researchers and practitioners aiming to promote healthy development and support youth well-being.

SOCIALIZATION OF ADOLESCENTS' SENSE OF ENTITLEMENT: A PREREGISTERED STUDY

Hannah Armstrong¹, Stefanie A. Nelemans², Eddie Brummelman¹

¹Research Institute of Child Development and Education, University of Amsterdam, Amsterdam, The Netherlands, ²Department of Youth and Family, Faculty of Social and Behavioural Sciences, Utrecht University, Utrecht, The Netherlands

Adolescence is a period of vital self-development. During this time, adolescents begin to understand themselves and the world around them. However, not all aspects of their self-development have been given the same research attention. Specifically, adolescents' sense of entitlement—the belief that one is entitled to certain privileges over others—has been largely neglected. Our work centers on adolescents' subjective feelings of entitlement, drawing inspiration by previous ethnographic studies examining children's entitled behaviors across various environments. We aim to understand the nature of adolescents' sense of entitlement and, for the first time, the potential developmental origins. In understanding the origins of entitlement, we pose a novel theoretical framework. In the present study, we examine how parenting practices and parental values (e.g., how much parents value assertiveness vs. compassion) may play a role in cultivating adolescents' sense of entitlement. We recruited a sample of approximately 450 families for this preregistered intensive longitudinal study. We measured parenting practices, parental values and beliefs, and adolescents' various self-views, including entitlement. We have completed the data collection and are preparing to begin the analyses. The findings of this study will provide novel insights into the nature and origins of adolescents' sense of entitlement, a topic that has been neglected in both psychological and sociological literature. If supported, these findings will highlight a need for additional longitudinal studies exploring further parental influences on the development of adolescents' sense of entitlement.

MOTHER-ADOLESCENT DISCREPANCIES IN REPORTS OF MATERNAL PARENTING AND EARLY ADOLESCENT INTERNALIZING SYMPTOMS

Yentl Koopmans¹, Stefanie A. Nelemans², Luc Goossens¹

¹School Psychology and Development in Context, KU Leuven, Leuven, Belgium, ²Department of Youth and Family, Faculty of Social and Behavioural Sciences, Utrecht University, Utrecht, The Netherlands

Mother-adolescent discrepancies in reports on family functioning may reflect maladaptive family dynamics and be associated with adolescent internalizing symptoms. Theoretical models suggest that discrepancies may increase the risk for internalizing symptoms (*parent-driven effects*), result from these symptoms (*symptom-driven effects*), or that there may be bidirectional associations over time. To clarify the direction of these effects, both the levels of agreement between the informants and mother-adolescent discrepancies should be examined within the same model. Additionally, potential differential associations may exist depending on the type of internalizing symptoms (loneliness vs. depressive symptoms) and specific parenting behavior (positive vs. negative). This 3-year longitudinal study examined potential bidirectional associations between these internalizing symptoms and both levels of and mother-adolescent discrepancies in reports of maternal warmth and hostility. Participants were 622 early adolescents (55% girls, $M_{\text{ageT1}} = 10.77$ years, $SD_{\text{ageT1}} = 0.48$) and 489 mothers ($M_{\text{ageT1}} = 40.96$, $SD_{\text{ageT1}} = 3.55$). Adolescents reported internalizing symptoms annually, while both informants provided yearly maternal parenting reports. Latent Congruence Models suggested that higher levels of perceived maternal hostility was a shared risk factor for both internalizing symptoms ($\beta_s = .08 - .10$, $p_s = .014 - .021$) and that both internalizing symptoms were associated with larger mother-adolescent discrepancies in reports of maternal hostility ($\beta_s = -.11 - -.19$, $p_s = .001 - .017$) over time. Additionally, depressive symptoms were linked to lower levels of perceived maternal warmth ($\beta_s = -.10$, $p_s = .016$) and larger mother-adolescent discrepancies in maternal warmth ($\beta_s = .13 - .14$, $p_s = .002$) over time, while loneliness showed no longitudinal associations with the level or discrepancy factors for maternal warmth ($p_s \geq .528$). Findings suggest consistent patterns for both internalizing symptoms with maternal hostility (parent-driven effects for levels, symptom-driven effects for discrepancies) but unique symptom-driven effects of depressive symptoms on both levels of and discrepancies in maternal warmth.

PARENT-CHILD RELATIONSHIP QUALITY AND SUBJECTIVE WELL-BEING OF CHILDREN AND ADOLESCENTS: A MULTILEVEL META-ANALYSIS

Xinguan Guo¹, Sanne Geeraerts¹, Bertus Jeronimus², Susan Branje¹

¹Department of Youth and Family, Faculty of Social and Behavioural Sciences, Utrecht University, Utrecht, The Netherlands, ²Department of Developmental Psychology, University of Groningen

Introduction. Subjective well-being (SWB) refers to an individual's overall sense of "happiness", encompassing both affective (positive and negative feelings) and cognitive (life satisfaction) dimensions. *Self-determination theory* ties youth's SWB to a sense of relatedness or interpersonal connection, including those with parents. Although extensive studies have explored the associations between relationship quality or relationship quality indicators (e.g., warmth, conflict, etc.) and SWB, the results regarding the strength of the association are inconsistent. As a part of a preregistered meta-analysis entitled *Interpersonal Relationship Quality and Subjective Well-being of Children and Adolescents: A Multilevel Meta-Analysis*, this meta-analysis examines how the parent-child relationship quality is associated with youth's SWB, by synthesizing the existing evidence. Subsequently, we will assess whether the association is moderated by the following variables: child age, child gender, national income, culture orientation, country's social norm, risk sample, year of publication, the dimension of relationship quality, type of study design, assessment methods, and the informant.

Methods. The research design is pre-registered (PROSPERO 2024 CRD42024611042). Systematic literature searches were conducted in Web of Science, PsycINFO, and Scopus, resulting in 3,892 articles. The title and abstract screening is underway. The essential information will be coded based on a well-defined scheme. A three-level approach will be adopted, and the package *metafor* in R will be employed to complete the statistical analysis.

Conclusion. This meta-analysis will comprehensively synthesize the associations between the parent-child relationship quality and youth's SWB, and reveal the associations' strength. The coding is underway, and completion is anticipated by spring. The primary results will be presented at the conference. The findings are expected to contribute valuable insights into how parent-child relationship quality fosters immediate and long-term youth SWB.

TO PARENT TOO MUCH: PARENTAL OVERINVOLVEMENT AND CHILD PSYCHOLOGICAL DEVELOPMENT

Sabina Kapetanovic¹, Maria Bacikova-Sleskova²

¹University West, Trollhättan, Sweden, ²University of Pavel Jozef Safarik, Kosice, Slovakia

Parenting, including having knowledge and control of adolescent whereabouts and activities, is one of the key promotive factors for adolescent positive development (Kapetanovic & Skoog, 2021). While many parents successfully balance their parenting according to their adolescents' developmental needs, some become overinvolved to the point of intrusion, potentially undermining their child's growing sense of autonomy and competence. Parental overinvolvement refers to an excessive and age-inappropriate level of control, interference, or guidance in a child's daily activities (Padilla-Walker et al., 2012). Numerous studies show that such parental behavior may contribute to poorer mental health and adjustment in adolescents (e.g., Rote et al., 2020). However, to what extent such a control is linked to more positive aspects of child development, e.g., wellbeing is to date unclear.

Using a four-wave longitudinal sample of early to late adolescents from Sweden (51% girls; 24% foreign origin; *M*_{age} = 12.89), measures of parental overcontrol (Kerr & Stattin, 2000) and Wellbeing (Currie et al., 2014), and a Random Intercept Cross-Lagged Modeling design, we examine (a) the extent to which adolescents' perceptions of parental overcontrol are linked to their well-being at both within- and between-family levels, and (b) whether these associations differ based on adolescent gender and ethnic background. Although there are negative effects on the between-family level, the preliminary results suggest that the links between parental overcontrol and child wellbeing are generally not significant on within-family level. The findings will be discussed in relation to parenting theories and the broader field of positive youth development.

ARE HIGHLY SENSITIVE INDIVIDUALS AT RISK FOR DEPRESSION ACROSS DIFFERENT DEVELOPMENTAL STAGES? LONGITUDINAL PERSPECTIVES ON THE ROLE OF ENVIRONMENTAL SENSITIVITY

Chair(s): **Laura Gorla** (Duke University, United States of America)

Discussant(s): **Francesca Lionetti** (University of Pavia, Italy)

Research suggests that environmental sensitivity is a quite stable trait that influences the perception, processing, and expression of emotional responses to environmental stimuli and experiences. As highly sensitive individuals can suffer more from negative environments but also benefit more from supportive ones, mixed results have been highlighted when exploring the relationship between environmental sensitivity and depression. In the current symposium, we will present three longitudinal studies extending this research line and examining the role of environmental sensitivity on depression from childhood to adulthood.

Relying on a large longitudinal dataset of Finnish students, the first paper investigates the role of environmental sensitivity on depression, anxiety, and self-esteem following cyberbullying victimization. The authors found evidence that both cyberbullying and offline bullying had adverse effects on self-esteem, with highly sensitive individuals experiencing increased anxiety only after cyberbullying victimization.

The second paper uses a multicultural sample to examine whether environmental sensitivity, interacting with positive parenting and parental psychological control, significantly predicts trajectories of internalizing and externalizing problems from age 8 to 18. While highly sensitive individuals reported high externalizing problems in childhood and internalizing problems during adolescence, no interaction effects of environmental sensitivity, positive parenting, and parental psychological control emerged.

Finally, following a sample of mothers both before and after pregnancy longitudinally, the third paper examines the influence of sensitivity and social support on maternal depression and the relation between maternal depression and infants' emotional adjustment. The authors discovered that highly sensitive mothers suffered from depression over the perinatal period, an aspect linked to increased child reactivity to stimuli.

All three studies used strong methodology and longitudinal measures. Together, they emphasize the complex role of sensitivity in predicting mental health trajectories in different developmental stages.

CAN THE CONSEQUENCES OF CYBERBULLYING VICTIMIZATION DIFFER BASED ON CHILDREN'S ENVIRONMENTAL SENSITIVITY? A CROSS-LAGGED PANEL MODEL LONGITUDINAL STUDY

Ebru Ozbek¹, Simona Carla Silvia Caravita¹, Christina Salmivalli²

¹Norwegian Centre for Learning Environment and Behavioral Research in Education, University of Stavanger, Norway, ²INVEST Flagship, University of Turku, Turku, Finland

Environmental sensitivity is one of the most prominent factors associated with internalizing problems in children (Pluess, 2015). In studies on bullying, it has also been found to be associated with the level of benefits from intervention programs (Nocentini et al., 2018). How sensitivity can affect the development of internalizing problems in cyberbullying situations, however, is still relatively unknown. In this study, we investigated the role of environmental sensitivity in developing depressive symptoms, anxiety, and self-esteem following cyberbullying victimization. From fall 2020 to spring 2021, 3639 Finnish students (grades 4–9; $Mage = 13.06$, $SD = 1.70$, 46.7% male) answered self-report measures across three time points. Participants reported their depression and anxiety symptoms, self-esteem, offline bullying victimization, and cyberbullying victimization in the three times and their sensitivity in time 1. We estimated separate cross-lagged models to investigate the associations of cyberbullying victimization with depressive symptoms, anxiety, and self-esteem of students controlling for offline bullying victimization. Moderation effects by sensitivity were examined for each model separately. In the main effect models cyberbullying victimization and offline bullying victimization negatively affected children's self-esteem. Depressive symptoms increased for children who experienced cyberbullying victimization, not traditional bullying victimization. In the three interaction models the interaction of sensitivity with cyberbullying victimization significantly predicted only the increase of anxiety in time 3. Our findings indicate that children's sensitivity can affect the development of adverse outcomes following cyberbullying victimization. The findings provide important insights for policy implementations and future research.

EFFECTS OF ENVIRONMENTAL SENSITIVITY, POSITIVE PARENTING, AND PSYCHOLOGICAL CONTROL ON INTERNALIZING AND EXTERNALIZING PROBLEMS: A LONGITUDINAL PERSPECTIVE FROM EIGHT COUNTRIES

**Laura Gorla¹, Francesca Lionetti², Jennifer Lansford¹,
Andrew William Rothenberg¹**

¹Center for Child and Family Policy, Duke University, USA, ²Department of Brain and Behavioural Studies, University of Pavia, Italy

Environmental factors, such as environmental sensitivity and parenting, widely influence mental health difficulties during childhood and adolescence. Still, longitudinal research about the interaction between these factors in predicting mental health difficulties in a multicultural sample is missing. This study aims to fill this gap by examining whether environmental sensitivity predicts internalizing and externalizing trajectories from childhood to adolescence, both alone and interacting with positive parenting and psychological control in eight countries. We hypothesized that highly sensitive adolescents, especially in interaction with low positive parenting and high psychological control, would have reported higher internalizing and externalizing problems over time.

The current study's sample comprises 879 adolescents (53% females) interviewed longitudinally (8-18 years old) in Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States. Participants completed the Child Behavior Checklist, the Highly Sensitive Person Scale, the Positive Parenting Scale, and the Psychological Control and Autonomy Granting Scale.

We estimated a series of latent growth curve models and found that environmental sensitivity significantly predicted the intercept of externalizing problems ($B = .61$, $SE = .30$, $p = .044$) and the linear slope of internalizing problems ($B = .50$, $SE = .22$, $p = .026$). Adolescents with higher environmental sensitivity reported more externalizing behaviors when they were 8 years old and experienced a constant increase in internalizing problems each year. We also found that positive parenting and psychological control were related to lower and higher internalizing and externalizing problems, representing protective and risk factors for mental health, respectively. Nevertheless, no interaction effects between environmental sensitivity and examined parenting dimensions and cultural effects were discovered.

The current study extends knowledge about longitudinal trajectories of internalizing and externalizing problems by focusing on the effects of environmental sensitivity and its interaction with parenting dimensions in a multicultural and diverse sample.

THE IMPACT OF MATERNAL DEPRESSION DURING THE PERINATAL PERIOD ON INFANT EMOTIONAL ADJUSTMENT AND THE CONTRIBUTING ROLE OF SENSORY PROCESSING SENSITIVITY AND SOCIAL SUPPORT

**Melba Emilia Persico¹, Alessandra Sperati², Ilenia Passaquindici²,
Odette Nardoza¹, Mirco Fasolo¹, Maria Spinelli¹**

¹Department of Psychology, University G. d'Annunzio, Chieti-Pescara, ²Department of Neurosciences, Imaging and Clinical Sciences, University G. d'Annunzio of Chieti-Pescara

The transition to motherhood is a challenging period, with some women more vulnerable to depression. Given the relevant impact of depression on maternal well-being and child socio-emotional development, it is important to explore how depression evolves over time and which factors may contribute to it. However, research findings are mixed. This longitudinal study examined maternal depression during the perinatal period in a not-clinical sample, focusing on the influence of Sensory Processing Sensitivity (SPS) and partner support across pregnancy, and at three, six, and nine months postpartum. We also explored how prenatal depression affects infants' early emotional adjustment, specifically their negative affect.

The study involved 88 mothers (mean age = 35.03 years, SD = 4.92) who completed online questionnaires during pregnancy and at three, six, and nine months postpartum. Depression was measured using the Edinburgh Perinatal Depression Scale, partner support was assessed with an ad-hoc scale, and SPS was evaluated using the Highly Sensitive Person Scale. At three months postpartum, infants' negative affect was assessed with the Infant Behaviour Questionnaire. Latent growth models and multivariate regression analyses were conducted.

Maternal depression decreased over the perinatal period, with the highest symptoms between pregnancy and three months postpartum. While high SPS predicted greater depressive symptoms at all time points, partner support was associated with lower depressive symptoms during pregnancy ($\beta = -0.42$, $p < 0.01$) and at six months postpartum ($\beta = -0.32$, $p = 0.03$). Prenatal depression was linked to increased child reactivity to stimuli, as indicated by the temperament dimension of fear ($\beta = 0.46$, $p = 0.001$). These findings emphasize the importance of targeted support for mothers with high SPS and low partner support to improve both maternal mental health and infant emotional development.

YOUTH FUTURE ORIENTATION: THE ROLE OF PSYCHOLOGICAL FACTORS AND THE IMPACT OF COLLECTIVE STRESSFUL EVENTS

Chair(s): **Federica Stefanelli** (University of Florence, Italy)

Discussant(s): **Ersilia Menesini** (University of Florence, Italy)

Future orientation, defined as “a consciously represented and self-reported image of one’s own future,” is a multifaceted human trait that encompasses motivational, cognitive, and behavioral dimensions (Seginer, 2009). It plays a crucial role in supporting adaptation across various life domains, particularly during life transitions (e.g., future education, occupation; Poletti et al., 2023) and under stressful situations (e.g., Masten et al., 2006).

Despite its relevance, research on this topic remains limited. The psychological factors and mechanisms that shape its dimensions are not fully understood, particularly concerning underrepresented groups such as immigrant youths. Furthermore, in the context of today’s society, where collective stressful events (e.g., terrorist attacks, wars, pandemics, natural disasters, climate change, and economic crises) are becoming more frequent, the effects of such events on young people’s future orientation—along with the associated factors and coping strategies adopted—remain largely unexamined.

Within this framework, the symposium has two main objectives: 1) to explore the psychological factors and mechanisms that shape future orientation and its dimensions, with a particular focus on underrepresented groups (e.g., immigrant youth), and 2) to examine the impact of collective stressful events on individual future orientation, along with the associated factors and coping strategies.

The first contribution investigates the motivational and achievement-related factors that influence immigrant adolescents’ high educational and occupational aspirations in Austria. The second contribution, based on a qualitative study, delves into the concerns of Italian adolescents about their future in the context of collective stressful events, exploring the coping strategies they use to navigate these challenges. Lastly, the mediating role of academic self-efficacy in the relationship between perceived educational and work demands and future-oriented outlook is examined within a sample of Italian university students.

Overall, this symposium, using a multimethod approach, offers valuable insights into youth future orientation in contemporary society across two different countries.

MOTIVATIONAL AND ACHIEVEMENT RELATED FACTORS ASSOCIATED WITH IMMIGRANT ADOLESCENTS' EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS

**Dagmar Strohmeier¹, Marlene Kollmayer², Selma Korlat²,
Barbara Schober², Christiane Spiel²**

¹University of Applied Sciences Upper Austria, University of Stavanger, ²University of Vienna

Immigrant youth show higher educational and occupational aspirations as well as higher interest in academic learning, but lower levels of academic achievement and scholastic self-concept compared with their non-immigrant peers. Because learning interest and scholastic self-concept are individual strengths that develop because of achievement-related experiences that youth make at school, it is highly relevant to better understand whether and how perceived teaching styles contribute to this sub-optimal pattern of characteristics among immigrant adolescents. Self-determination theory suggests that teaching styles differ according to what degree teachers aim to promote autonomy, competence, and social relatedness among their students.

For immigrant youth, schooling is not only an academic but also an acculturative experience. Therefore, it is highly relevant to better understand to what extent the promotion of the three basic needs during host language instruction is associated with high levels of scholastic self-concept and learning interest, good school grades as well as high educational and occupational aspirations.

Combining the main ideas of the situated expectancy-value theory (SEVT) of motivated behavioral choices (Eccles & Wigfield, 2020) and STD (Ryan & Deci, 2020), the present study tested the motivational and achievement related factors associated with immigrant adolescents' high educational and occupational aspirations. Adolescents residing in Austria (457 girls; 235 first-generation, 418 second-generation, and 238 2.5-generation immigrants) aged 11 to 15 years ($M_{\text{age}} = 12.50$, $SD_{\text{age}} = 1.08$) participated. For all three immigrant groups, high levels of social relatedness supportive teaching styles in German language predicted high levels of scholastic self-concept, high levels of scholastic self-concept in German language predicted high levels of achievement, and high levels of academic achievement predicted high levels of aspirations. High levels of competence supportive teaching styles predicted high levels of scholastic self-concept only among first generation immigrants. The implications for host country language instruction of immigrant adolescents are discussed.

COLLECTIVE STRESSFUL EVENTS AND ADOLESCENTS' FUTURE-THINKING: A QUALITATIVE STUDY

Maria Chiara Basilici, Federica Stefanelli, Ersilia Menesini

University of Florence

Over the past two decades, contemporary society has experienced a series of collective stressful events-such as terrorist attacks, wars, pandemics, natural disasters, climate change, and economic crises-that may have shaped adolescents' perceptions of their futures, fostering a sense of uncertainty and challenge (So et al., 2018). Despite this issue, the existing literature remains limited, and the effects of such events on adolescents' future-thinking and the coping strategies they may adopt are largely unclear. To fill this gap, the present study aims to explore the concerns of Italian adolescents about their future in relation to collective stressful events, as well as the coping strategies they use to face them.

A total of 12 focus groups were conducted in spring 2024 with 97 high school students (46.4% females; $M_{age}=15.34$; $SD_{age}=1.06$) in Italy. The participants were asked about collective stressful events they have experienced in the past or are currently facing. They were also asked to reflect on what worried them most about their future in relation to these events and to identify coping strategies to manage them. The data were analyzed using thematic analysis.

Students identified four collective stressful events: war, climate change, economic crisis, and the COVID-19 pandemic. In relation to these events, five key concerns about their future emerged: 'uncertainty about future plans and goals,' 'limitations on personal freedom,' 'deteriorating survival conditions,' 'the outbreak of sudden events and natural disasters,' and 'job loss and increase in prices.' Regarding strategies to cope with the stress caused by previous events, five themes emerged: 'taking action,' 'staying informed,' 'avoiding overthinking,' 'seeking social support (from family, friends, and teachers),' and 'seeking support from institutions.'

Further analyses will provide deeper insights on adolescents' collective stressful events and future-thinking.

PERCEIVED DEMANDS OF SOCIAL CHANGE AND YOUTHS' FUTURE ORIENTATION: THE MEDIATING ROLE OF SELF-EFFICACY BELIEFS

**Chiara Remondi, Maria Gerbino, Eriona Thartori, Fiorenzo Laghi,
Concetta Pastorelli**

Sapienza University of Rome

In times of rapid and broad social and economic change, youths are facing increasing demands and uncertainties regarding their academic careers and future employment opportunities. These changes have disrupted traditional pathways to professional success, requiring youths to adapt to evolving labor market conditions, technological advancements, and global economic shifts (Lechner, Tomasik & Silbereisen, 2016).

Under these circumstances, the heightened uncertainties related to academic careers (e.g., risk for getting no job) may have negatively affected youths' beliefs in their capabilities to manage their own learning activities; to master different academic subjects; and to fulfill personal, academic demands (i.e., academic self-efficacy), ultimately leading to difficulties in achieving specific long-term goals, and, as such, in building a positive future-oriented outlook. In fact, as suggested by previous studies (e.g., Pinquart & Silbereisen, 2004), under adverse social circumstances, youths are called to integrate the challenges posed by shifting career expectations and job demands with their internal resources (e.g., self-efficacy beliefs) to set goals and make decisions with cascading influences in later life opportunities.

This study investigates the mediating role of academic self-efficacy in the relationship between perceived educational and work demands and a future-oriented outlook.

Data collection is ongoing. At now, 108 Italian university students (women, $N = 92$; 85.2%; mean age 21.91 ± 1.63 years) completed an online survey. Preliminary results of the mediation analyses indicated that, controlling for gender, higher perceived demands in the field of education/work were associated with lower perceived academic self-efficacy and a more negative future-oriented outlook. Additionally, academic self-efficacy significantly mediated the relationship between perceived demands and future orientation. These findings underscored the importance of fostering academic self-efficacy to help youths navigate the challenges posed by shifting career expectations and job demands, ultimately promoting more favorable future outlooks and aspirations.

MINORITIZED YOUTH AND (SOCIAL) MEDIA – EXPLORING ELEVATED RISKS AND CONTEXT-SENSITIVE INTERVENTIONS

Chair(s): **Hildegunn Fandrem** (Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Stavanger, Norway)

Discussant(s): **Dagmar Strohmeier** (University of Applied Sciences Upper Austria, Linz, Austria; University of Stavanger, Stavanger, Norway)

Though digital worlds create opportunities for adolescents to connect and feel a sense of agency, these benefits come with risks—risks that are not equally distributed. Research shows that minoritized youth, such as those from migrant, minority, and indigenous backgrounds, report higher levels of online victimization, including cyberbullying. Further, new forms of media have blurred the boundaries between online and offline worlds, impacting youths' daily lives, identities, and well-being. This symposium, through three studies, addresses the enhanced risks and vulnerabilities associated with social and public media for minoritized youth and how these challenges can be addressed.

The first study addresses Digital dating abuse (DDA) among Latinx adolescents in the US. Using a between-subjects experiment with hypothetical text-message conversations, the study explores how the context and the role of the participant can influence adolescents' recognition of DDA and their emotional responses. Results showed that affection masked DDA recognition.

The second study focuses on cyberbullying perpetration among migrant and Sámi students in Norway. It aims to understand how internalized racism, ethnic or indigenous identity, acculturation orientation, and affiliation motives are associated with cyberbullying perpetration, using online surveys and SEM-analyses.

The third study presents a qualitative analysis of the media coverage of minoritized students in connection with school closures in Sweden, and how these students reacted to what was written about them. Thematic analysis revealed polarized portrayals of minoritized students, who were depicted as either the “victim” or the “problem”—images that the students had to navigate and negotiate.

The combined results of the symposium offer new insights into how (social) media can exacerbate vulnerabilities for students who are already in minoritized and vulnerable positions. The implications discussed will focus on how this knowledge can inform the development of culturally tailored and context-sensitive interventions.

AN ECOLOGICAL TEXT-MESSAGE EXPERIMENT OF LATINX ADOLESCENTS' RECOGNITION OF AND EMOTIONAL RESPONSES TO DIGITAL DATING ABUSE BEHAVIORS

Jennifer M. Figueroa, Thao Ha, Samantha F. Anderson, Olivia Maras, Selena Quiroz

Department of Psychology, Arizona State University, Tempe, USA

Digital dating abuse (DDA) is a form of dating violence using digital platforms to control, harass, monitor, pressure, or threaten romantic partners, linked to negative physical and mental health outcomes (Reed et al., 2017; Van Ouytsel et al., 2017). Latinx adolescents report higher rates of dating abuse than non-Hispanic White adolescents (Sabina et al., 2021; Vagi et al., 2015) but remain underrepresented in DDA research (Reed et al., 2020). This gap is critical, as Latinx youth may misinterpret DDA behaviors, such as monitoring or controlling, as normal relationship dynamics (Stonard et al., 2014), which increases their risk and decreases help-seeking behaviors. The complexity of DDA—spanning negative (e.g., conflict) and positive (e.g., affection or joking) contexts—further complicates recognition, especially given its bidirectional nature (Ellyson et al., 2021; Reed et al., 2021). We conducted a 3x3 between-subjects experiment with hypothetical text-message conversations to examine how DDA context (DDA-only, DDA-with-affection, no-DDA) and role (sender, receiver, mutual) influence adolescents' recognition of DDA and emotional responses. Participants ($N = 475$, $M_{age} = 15.74$) were randomly assigned to one of nine conditions and assessed for DDA recognition and emotional upset. Results revealed significant effects of DDA context on recognition and emotional responses. Adolescents recognized DDA behaviors most in the DDA-only condition and least in DDA-with-affection, $F(2, 453) = 97.71$, $p < .001$, $\eta^2 = .301$. Emotional upset followed a similar pattern, with the DDA-only condition eliciting the highest distress, $F(2, 453) = 53.57$, $p < .001$, $\eta^2 = .191$. Role and its interaction with context were not significant. Our findings highlight that affection obscures DDA recognition, emphasizing the need for context-sensitive interventions to improve adolescents' understanding of DDA and reduce its prevalence.

THE ROLE OF INTERNALIZED RACISM, IDENTITY, ACCULTURATION AND AFFILIATION NEED IN CYBERBULLYING PERPETRATION: A STUDY AMONG MIGRANT AND SÁMI STUDENTS IN NORWAY

**Luisa Morello¹, Simona Carla Silvia Caravita¹, Takuya Yanagida²,
Dziuginta Baraldsnes¹, Hildegunn Fandrem¹**

¹Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Stavanger, Norway, ²Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Stavanger, Norway; Department of Developmental and Educational Psychology, University of Vienna, Vienna, Austria

Ethnic minority and indigenous students may be particularly vulnerable to cyberbullying involvement, yet the underlying reasons remain unclear. Internalized racism, rooted in structural racism, refers to the internalization of racist attitudes and negative beliefs in marginalized individuals about their own value and identity. This phenomenon can lead to conflicts within and between racialized groups (David et al., 2019). Among adolescents, internalized racism can predict violent and externalizing behaviors (Reck et al., 2024). It may also influence the development of racial identity, a critical process during adolescence. Likewise racial identity, acculturation can also be linked to internalized racism. Indeed, cyberbullying perpetration, an aggressive behavior peaking during adolescence, may serve as an acculturation strategy and can be driven by affiliation needs for migrant students (Solomontos-Kountouri & Strohmeier, 2021).

To date, studies have neither explored internalized racism among ethnic minority and indigenous students in Norway nor its relationship with cyberbullying perpetration. This study aims to provide an initial understanding of how internalized racism, ethnic or indigenous identity, acculturation orientation, and affiliation motive associate with cyberbullying perpetration among two minority groups: migrant and Sámi students in Norway. The study will also examine the role of gender identity, considering possible intersectional effects.

Participants are lower secondary students (8th–10th grade) from six schools in Norway, including native-born Norwegians, migrants, and Sámi, answering self-report measures online. The study adopts a cross-sectional design. Data are analyzed through regression and structural equation modeling, testing the hypothesis that ethnic or indigenous identity and acculturation orientation mediate the relationship between internalized racism and cyberbullying perpetration, while affiliation motive moderates it.

This research will enhance the understanding of migrant students' engagement in cyberbullying perpetration, supporting the development of effective acculturation strategies. Additionally, examining the phenomenon within the Sámi community will guide culturally tailored interventions.

MEDIA COVERAGE AND ITS IMPACT ON MINORITIZED STUDENTS IN CONNECTION TO SCHOOL CLOSURES IN SWEDEN

Ylva Svensson, Karin K. Flensner

University West, Department of Social and Behavioral Studies, Trollhättan, Sweden

Municipalities in Sweden have recently sought to reduce school segregation through initiatives like school closures, sparking public debate. This study examines one such initiative, where two schools in disadvantaged areas were closed, and minoritized students were dispersed to five more affluent schools. The study aims to explore the media coverage of minoritized students in connection with the school closure, and how the students reacted to what was written about them. This aim was addressed in two research questions:

1. How were minoritized students depicted in media coverage of the school closure?
2. How did the media coverage affect the students and school processes?

A qualitative approach, including thematic analysis, was used. First, an analysis of the public media coverage of the students who were about to change school was conducted. Second, interviews were conducted with students ($n = 59$) and school staff ($n = 62$) at the closing and receiving schools, before and following the dispersal. We employed a qualitative approach, using thematic analyses (Braun & Clark, 2006). The interviews were transcribed and analyzed for the respondents' experiences.

Media analysis revealed that coverage focused mostly on the political decision to close schools, with students seldom directly addressed. Minoritized students were portrayed in polarized ways, either as "victims" or "problems." Interviews revealed that both students and staff were aware of the media coverage, and it negatively impacted school processes, especially before the closures. Students about to change schools felt even more insecure and unwelcome. Through the media the minoritized students became aware of how they were viewed by others, which prompted processes of incorporation into their understanding of what was happening, and (re)negotiation of their identities. The study highlights how media coverage can exacerbate insecurities and challenges in an already uncertain and unequal process.

GENE-ENVIRONMENT INTERPLAY IN CHILDREN'S LEARNING DEVELOPMENT

Chair(s): **Alexandra Starr** (Vrije Universiteit Amsterdam, The Netherlands)

Children's differences in learning and learning-related traits have traditionally been attributed to environmental effects, such as parental behaviour and the family environment. Yet, research shows that genetic propensities partly explain why individuals differ in their learning ability. In addition, genetic effects play a role in how learning ability is transmitted across generations, from parents to their children. To better understand eventually which putatively environmental and social factors lead children to thrive or struggle in their learning development, it is crucial to investigate the underlying interplay of genetic and environmental factors.

This symposium brings together researchers from three different countries (Finland, Germany, and the Netherlands) who investigate how biological measures intersect with environmental factors in cognitive and learning development from infancy through young adulthood. Leveraging data on genetic and epigenetic factors as well as early brain responses, the four talks offer insights into the complexity of individual differences and intergenerational transmission in cognition and learning.

The first talk (Lohvansuu) investigates the relationship between infants' magnitude processing ability and their parents' mathematical skills. The second talk (Matetovici) focuses on the intergenerational transmission of language skills from parents to children. The third talk (Starr) explores how accurately inherited DNA differences predict literacy, numeracy, and educational attainment at different developmental stages. The fourth talk (Freamke) investigates the epigenetic prediction of cognitive development, academic performance, and socioeconomic attainments from childhood through young adulthood.

NEWBORN BRAIN RESPONSES ARE ASSOCIATED WITH THEIR PARENTS' MATH SKILLS

Kaisa Lohvansuu¹, Tuire Koponen², Jarmo Hämäläinen³, Tiina Parviainen³, Hanna-Maija Lapinkero⁴, Annina Riihinen⁵, Minna Torppa⁶

¹ Department of Teacher Education, University of Jyväskylä; Centre for Interdisciplinary Brain Research, University of Jyväskylä; ²Department of Education, University of Jyväskylä; ³Centre for Interdisciplinary Brain Research, University of Jyväskylä, Department of Psychology, University of Jyväskylä; ⁴Department of Teacher Education, University of Jyväskylä; Centre for Interdisciplinary Brain Research, University of Jyväskylä, ⁵Department of Teacher Education, University of Jyväskylä; Centre for Interdisciplinary Brain Research, University of Jyväskylä, ⁶Department of Teacher Education, University of Jyväskylä

It is widely agreed that human infants share certain innate core magnitude processing abilities with other species, i.e. infants are born with a non-verbal, non-symbolic understanding of quantities which is possible to investigate in early infancy using brain research methodologies. This innate ability, number sense, enables us to detect number differences between sets of objects. Although magnitude processing/number sense has been studied in human infants, its intergenerational transmission has not been studied.

Here we investigated early brain responses of newborns related to ability to detect changes in small numerosity in auditory sound stream and explored whether this early index of magnitude processing is associated with their parents' basic mathematical skills. We measured EEG in newborns 2-3 weeks after their due date during auditory stimulation. The stimuli were 1-part, 2-part and 3-part sine tones. Their parents participated in skill assessment with basic arithmetic tasks, a non-symbolic mathematical skill using a magnitude comparison task, and related cognitive skills such as processing speed and rapid automatized naming tasks (RAN).

The results among the 100 parent-child dyads (57 father-child dyads and 43 mother-child dyads) showed that newborns' brain responses (especially the responses to 1-part stimuli presented among the 2-part stimuli), correlated with parents' basic arithmetic skills and quantity RAN (quantities 1-4 represented as dots similar to dice). The correlations were significant in both mother-child dyads and in father-child dyads. Additionally, the responses to 3-part stimuli presented among the 2-part stimuli correlated with the fluency in magnitude comparison and number comparison tasks. The results suggest that newborn brain responses varying in number of sine tones may reflect their magnitude processing ability, and that math skills seem to transfer in families via this innate ability.

HOW SIMILAR ARE LANGUAGE SKILLS AMONG FAMILY MEMBERS IN EARLY CHILDHOOD? A SYSTEMATIC REVIEW OF NUCLEAR FAMILY ASSOCIATIONS

Magda Matetovici¹, Hans-Fredrik Sunde², Sergio Miguel Pereira Soares¹, Selim Sametoglu¹, Elsje van Bergen³, Caroline Rowland⁴

¹Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, ²Centre for Fertility and Health, Norwegian Institute of Public Health, Oslo, Norway, ³Department of Biological Psychology, Vrije Universiteit Amsterdam, Amsterdam, The Netherlands; Research Institute LEARN!, Vrije Universiteit Amsterdam, The Netherlands; Amsterdam Public Health Research Institute, Amsterdam, the Netherlands; PROMENTA Research Center, ⁴Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands; Donders Institute, Nijmegen, The Netherlands

Studies that show positive associations between speech input from parents and the language skills of young children prompt us to assume that differences in language abilities are directly caused by how and how much parents talk. However, parents' input also reflects their language skills, which are subject to genetic influences that they pass on. Thus parents could affect the language skills of children through environmental and genetic pathways. Studies rarely correlate parent and child language skills, either because they do not consider that parent input might depend on their skills, or because they equate input with parents' language skills. We argue that parent input and language skills are related but separate constructs, and that it is important to know the effect of both to understand the intergenerational transmission of language skills and the variation in children's language abilities. As a first step in this direction, we present a systematic review on the similarity between the language skills of children and their parents, as well as between the father and mother themselves; the latter correlation informs our interpretation of the genetic influence of the two parents on their children. If two parents are more alike than we would expect by chance, we also expect a larger correlation between parents and children. We performed a pre-registered systematic search in PsycINFO, SCOPUS, Web of Science, ERIC and ProQuest Dissertations and Theses. We present correlations between the language skills of parents and their children and between the language skills of the two parents in their native language(s) using a language test or assessment. We document the magnitude of these associations, summarize the explanations these studies provide for them and identify potential moderators. Lastly, we assess the methodological quality of studies included in our review and document potential differences between high and low-quality papers.

PREDICTING LITERACY AND NUMERACY FROM INHERITED DNA DIFFERENCES

**Alexandra Starr¹, René Pool², Hailey Davis³, Iorana Fey³,
Ana L. Henriques Fürst³, Eugenia Kis⁴, Yola Sol³, Lannie Ligthart⁵,
Bruno Sauce⁶, Elsje van Bergen⁷**

¹ Department of Biological Psychology, Vrije Universiteit Amsterdam, The Netherlands; Research Institute LEARN!, Vrije Universiteit Amsterdam, The Netherlands; Amsterdam Public Health Research Institute, Amsterdam, the Netherlands, ²Department of Biological Psychology, Vrije Universiteit Amsterdam, The Netherlands; Amsterdam Public Health Research Institute, Amsterdam, the Netherlands, ³Department of Biological Psychology, Vrije Universiteit Amsterdam, The Netherlands, ⁴Department of Biological Psychology, Vrije Universiteit Amsterdam, The Netherlands, ⁵Department of Biological Psychology, Vrije Universiteit Amsterdam, The Netherlands; Amsterdam Public Health Research Institute, Amsterdam, the Netherlands, ⁶Department of Biological Psychology, Vrije Universiteit Amsterdam, The Netherlands; Research Institute LEARN!, Vrije Universiteit Amsterdam, The Netherlands; Amsterdam Public Health Research Institute, Amsterdam, the Netherlands, ⁷Department of Biological Psychology, Vrije Universiteit Amsterdam, The Netherlands; Research Institute LEARN!, Vrije Universiteit Amsterdam, The Netherlands; Amsterdam Public Health Research Institute, Amsterdam, the Netherlands; PROMENTA Research Center

Individual differences in literacy and numeracy – that is, how well one can read, write, and work with numbers – become apparent as early as when children start primary school and are crucial indicators of their later educational success. Twin and family studies indicate that children’s literacy and numeracy skills, as well as educational attainment (EA) in adulthood, are shaped through the complex interplay of genetic and environmental factors. Yet, less is known about the genetic etiology of literacy and numeracy. Additionally, there is a lack of evidence that pinpoints common and domain-specific genetic effects to literacy and numeracy as well as how such genetic effects might differ between childhood skills and adults’ EA.

Here, we predict children’s literacy and numeracy and adults’ EA from their inherited DNA differences, capitalizing on data from up to N = 4,429 twins participating in the Netherlands Twin Register. Literacy and numeracy were assessed via teacher and parental reports of children’s school achievement at age 12 years. Adult participants indicated their highest educational qualification as a measure of EA. The twins’ DNA differences in the form of polygenic scores for reading ability, dyslexia, and years of education were used to predict literacy, numeracy, and EA. Preliminary analyses showed that stronger genetic propensities for reading and years of education predicted higher literacy and numeracy in children (up to R²=5.1%) and higher adult EA (up to R²=6.4%). By contrast, the dyslexia polygenic score did not explain differences in child literacy and numeracy nor adult EA. Further, we will test

how prediction accuracy changes when leveraging updated versions of these polygenic scores with increased statistical power. Findings will contribute to our understanding of the genetic intertwining between literacy, numeracy, and EA and inform about the potential of polygenic scores for use in education research.

ASSOCIATIONS OF DNA-METHYLATION PROFILE SCORES OF COGNITION WITH COGNITIVE DEVELOPMENT, ACADEMIC PERFORMANCE, AND SOCIOECONOMIC ATTAINMENTS

Deniz Fraemke¹, J.H. Walter¹, K. Paige Harden², Margherita Malanchini³, Elliot M. Tucker-Drob⁴, Laurel Raffington¹

¹Max Planck Research Group Biosocial-Biology, Social Disparities, and Development; Max Planck Institute for Human Development; Berlin, ²Department of Psychology, University of Texas at Austin, ³School of Biological and Behavioural Sciences, Queen Mary University of London, ⁴Department of Psychology, University of Texas at Austin; Population Research Center, University of Texas at Austin

Recently, general cognitive abilities (g) have been quantified in blood DNA-methylation samples of adults that can be applied as methylation profile scores in separate target samples (Epigenetic-g). Here, we evaluate whether Epigenetic-g in children, adolescents, and adults is associated with cognitive development, academic performance, and socioeconomic attainments. Our preregistered analyses include $n = 1,830$ 8-18-year-olds from the US Texas Twin Project, $n = 5,432$ 5-32-year-olds from the German Twin Family Panel Study (TwinLife), and $n = 2,262$ 072-year-olds from the German SOEP-Gene cohort. In the Texas Twin Project, which provided saliva DNA-methylation samples, Epigenetic-g is associated with levels of general cognitive ability, longitudinal gains in g, and math and reading school grades. For instance, no child with below average Epigenetic-g attended advanced math classes. In contrast, in German SOEP-Gene, which provided buccal DNA-methylation samples, quantifications of Epigenetic-g were not associated with cognitive performance, in line with previous reports of low blood-to-buccal cross-tissue correspondence. These results suggest that Epigenetic-g quantified in saliva samples, but not buccal tissue, is sensitive to individual differences in levels and developmental gains in g as well as real-world academic outcomes in children and adolescents. Similar to widely used measures of biological aging, DNA-methylation quantifications of psychological phenotypes may be useful tools to study the etiology of individual differences across the lifespan.

EXPANDING THE HORIZON IN MENTALIZATION

Chair(s): **Jenny Marttila** (University of Turku),
Ruben Fukkink (University of Amsterdam)

Cross-sectional and longitudinal studies have shown that parents' mentalization, an ability to reflect on young children's mental states, is connected high quality parent-child interaction as well as to children's cognitive and social-emotional development. Currently, there is less evidence for the positive effects of parental mentalization in children's development in stressful situations and at later stages of their development (e.g., school-age). Moreover, only little research has focused on parental mentalization during children's transition from home care to early childhood education and care (ECEC) and mentalization of ECEC staff. However, new lines of research have recently expanded our horizon.

In these different domains, the concept of mentalization has been embedded in different but related theories and definitions. Several key concepts, such as mind-mindedness or reflective functioning have been used when exploring mentalization among parents, and recently, ECEC professionals. Recent studies have also explored new measures and paradigms to assess mentalization. Mentalization has been assessed in both observational and experimental studies using interview on adults' mental representations about the children and their relationships with children, self-reports on mentalizing competence, observation on adult-child interaction or stimulated recall about the adults' interaction with children.

In the symposium, we focus on mentalization in two important developmental contexts in children lives: home and ECEC, as well as mentalization during the children's transition from home care to ECEC. We also consider the role of mentalization in stressful and non-stressful situations as well as interventions aiming at enhancing mentalization. The broader horizon from toddlerhood to school age, including home and pedagogical contexts, and the related use of new techniques and measures require a synthesis at empirical and theoretical level. We aim to present and discuss new findings from studies from North-, West and East-Europe to arrive at a broader understanding of mentalization with practical implications for parents and professionals.

MATERNAL MIND-MINDEDNESS AND CHILDREN'S EXPRESSIONS OF SHYNESS DURING A PERFORMANCE TASK

**Oana Benga¹, Georgiana Susa-Erdogan¹, Cristina Colonnaesi²,
Flavia Medrea¹, Gabriela Urian¹**

¹Babeş-Bolyai University, ²University of Amsterdam

Despite the theoretical support linking parental mentalization to child affect regulation and self-organization (McMahon & Bernier, 2017; Regueiro et al., 2022), few studies have examined this relationship (Nikolić et al., 2022; Zeegers et al. 2018). These studies provide some evidence of an association between parents' use of mind-mindedness (MM) in interaction with infants and toddlers during low-stress paradigms, such as free play, and child self-regulation. The focus on interactional MM in infancy and toddlerhood stems from the decline in mind-related comments as children age (Meins & Fernyhough, 2015) (Meins & Fernyhough, 2015). However, as children grow up, parental MM becomes particularly relevant during emotionally-charged situations, where heightened child arousal and discomfort may hinder the expression of internal states. Caregiver MM may play a critical role in distressing situations that challenge a child's self-regulatory capacity.

Our aim was to investigate parents' propensity to use MM comments in order to comprehend and attempt to regulate their children's emotions during a performance task that was designed to elicit self-conscious emotions, like shyness. We also examined if parent's perceptions about the emotional quality of their relationship with the child interact with MM and influence children's shyness. Participants were 64 mother-child dyads. MM and different types of shyness were coded during this performance task. Shyness was conceptualized based on the social motivation model and data, showing that some children will express an approach-dominant, adaptative form of shyness (positive shyness), while others an avoidant, less adaptative one (negative shyness). The results revealed that misinterpretations of the child's mental states were positively associated with negative shyness. The beneficial contribution of maternal accurate MM was not observed on child ability to regulate shyness when parent-child relationship was perceived as highly dysfunctional. These findings add novel empirical evidence regarding the complex relations between MM and child affect regulation.

EVOLVING MIND-MINDEDNESS: PARENTAL INTERACTIONAL MIND-MINDEDNESS WITH OLDER CHILDREN IN PLEASANT AND STRESSFUL INTERACTIONS

Cristina Colonnese, Moniek Zeegers, Daniëlle van der Giessen

University of Amsterdam

Mind-mindedness refers to the parents' ability to treat babies or young children as individuals with distinct thoughts, feelings, and intentions, rather than just physical needs. As children grow, parents' mind-mindedness should evolve to understand more complex mental states in challenging interactions. Investigating parents' mind-mindedness in such situations, while considering the child's mentalizing ability, offers valuable insights into the development of parental mentalizing as children grow older. This study aimed to: (1) test the association between two measures of mind-mindedness—representational and interactional—in mothers and fathers, as well as the degree of concordance between parents; (2) examine how parents' use of mind-mindedness comments differs in pleasant versus stressful interactions; and (3) explore the relations between both parents' mind-mindedness and their child's Theory of Mind (ToM).

Participants included 100 families (father, mother, and first-born child; 7.5 years). Parents' representational mind-mindedness was assessed using the "describe-your-child" procedure. Interactional mind-mindedness was evaluated during two interactions between parents and their child: planning a holiday (pleasant) and discussing a recent conflict (stressful). Children's ToM was measured using a standardized ToM battery.

Preliminary results show positive correlations between fathers' and mothers' representational mind-mindedness ($r=.29$) and interactional mind-mindedness in pleasant ($r=.35$) and stressful ($r=.46$) tasks. Fathers', but not mothers', representational and interactional mind-mindedness correlated ($r=.24$). No significant differences were found between mothers and fathers in the use of representational mind-mindedness. A repeated-measures ANOVA revealed a significant interaction effect of parent (mother, father) and situation (pleasant, stressful), $F(1, 87) = 8.94, p = .004, \eta^2 = .093$. Results show that mothers used significantly more mind-related comments in stressful than pleasant situations, compared to fathers. The relationship between parents' mind-mindedness and children's ToM will be further analyzed using multiple regression models, considering valence, and gender. Results will be discussed in terms of intra-family mentalization and extending mind-mindedness research beyond early childhood.

THE FIRST GOODBYE: PARENT-CHILD INTERACTION DURING SEPARATION SITUATION IN THE LIGHT OF PARENTAL MENTALIZATION

**Nina Mellenius¹, Riikka Korja¹, Suvi Puolakka², Katja Tervahartiala¹,
Hetti Lahtela¹, Saara Salo², Mirjam Kalland², Eero Laakkonen¹, Niina Junttila¹**

¹University of Turku, ²University of Helsinki

The interaction between parent and child in separation situations plays a critical role in the first transition to early childhood education and care (ECEC). This interaction is not only essential for the child's adaptation but also for fostering a secure attachment relationship and strengthening mutual engagement. However, less attention has been paid to understanding the separation moment specifically through the lens of parent-child interaction.

The study being presented aimed to explore how the separation situations unfolds between toddlers, parents, and ECEC professionals, focusing on interactional sequences, parental emotional availability (EA), and its relationship to parental reflective functioning (PRF), self-efficacy, and psychological well-being. The study involved 21 toddlers, their parents, and ECEC professionals across 16 ECEC centers in Finland. A multi-methodological approach was used to analyze video-recorded interactions, interviews, and questionnaire responses. The results emphasized the dyadic interaction between toddlers and parents dominated early separation moments, with ECEC professionals joining later. Parental EA differed between separation and home contexts, suggesting that while EA is somewhat consistent, situational factors and toddlers' reactions might influence parental sensitivity and responsiveness. Higher PRF was associated with higher EA and sensitivity in both separation and home context. Transitional phases are significant threshold situations in which vulnerabilities can become activated; therefore, research knowledge and preventive actions at this point are of great importance.

The presentation explores the study findings through the concepts of parental implicit and painful mentalization, aiming to build an understanding of why initial separation situations from their toddler may be particularly challenging for some parents. Additionally, the presentation aims to highlight the connection between implicit mentalization and the everyday separation situations many parents face, where the parent may potentially experience stress while simultaneously being required to provide emotional regulation support for their toddler.

THE ROLE OF MENTALIZATION IN ENHANCING EARLY CHILDHOOD EDUCATION AND CARE (ECEC) PROFESSIONALS' INTERACTION AND RELATIONSHIPS WITH CHILDREN

Jenny Marttila¹, Ruben Fukkink², Maarit Silvén¹

¹University of Turku, ²University of Amsterdam

There is some evidence that ECEC professionals' competence to reflect on mental states (i.e., mentalization) positively predicts the quality of adult-child interaction, relationships, and child development. However, the evidence on ECEC student teachers enrolled in higher education programs is limited. The paper reports in-service and pre-service intervention findings among Finnish ECEC professionals.

In the first study, six ECEC professionals with varying qualifications and work experience participated in face-to-face on-site VERP (Video Enhanced Reflective Practice) training. The findings on in-service professionals showed no increase in mental state talk observed during reflective group discussions or in self-perceived interaction skills. However, more encouraging intervention effects were found among two groups of undergraduates studying in a bachelor's degree program in ECEC teacher education. The groups consisted of unexperienced ($n=21$) and experienced ($n=15$) ECEC students who had a caregiver vocational qualification and some work experience. The VERP training was integrated in existing study modules, which were based on blended learning, i.e., web-mediated online evidence-based lectures and tutorials in group meetings, face-to-face on-site practices, and independent work.

In the autumn term during the study module on supporting children's language and cognitive development, the student teachers' talk about cognitive states observed during reflective group discussions increased. Moreover, the experienced students improved in observed cognitive state talk during interaction with children, whereas the unexperienced students perceived their relationships with children more positive. The intervention for the experienced students continued in spring term during a study module on supporting children's social and emotional development. The findings showed an increase in emotion state talk during reflective group discussions but not in interaction with children. In both groups, the students perceived improvement their interaction skills. The VERP training seems to be effective when combined with evidence-based content and teaching methods. However, more focus on emotional states is needed in future interventions.

ENVIRONMENTAL SENSITIVITY AND TEMPERAMENT: ASSOCIATIONS AND PATTERNS OF DIFFERENTIAL SUSCEPTIBILITY FROM INFANCY TO MIDDLE CHILDHOOD

Chair(s): **Francesca Lionetti** (University of Pavia, Italy)

Discussant(s): **Michael Pluess** (University of Surrey, UK)

This symposium aims to bring together contributions exploring the intersection of Environmental Sensitivity (ES) and temperament across developmental stages, examining how individual differences in sensitivity shape children's responses to their environments across three Countries and distinct developmental periods. The three contributions address distinct aspects of this relationship, from early childhood to interventions in school-age children. The first contribution investigates the link between Sensory Processing Sensitivity (SPS) and effortful control across childhood. Using a sample of over 2,000 children resident in Italy, this study reveals developmental shifts in how SPS relates to attentional focusing and inhibitory control, suggesting that the relationship between sensitivity and effortful control evolves, particularly during early primary school. The second contribution presents an observational measure of Environmental Sensitivity in preschoolers and examines sensitivity at behavioural, genetic, and physiological levels. It identifies three sensitivity groups (low, medium, and high) and explores their links with temperament factors such as fear, inhibition, and constraint. The study suggest that sensitivity is observationally distinct from temperament, and it highlights that sensitive children benefit from more positive environments. The third contribution tests children's differential susceptibility to parenting interventions using pooled data from seven randomized trials across European Countries, using as a sensitivity marker difficult temperament. This study hypothesizes that more irritable children will exhibit greater susceptibility to changes in parenting, both positive and negative, with irritability as a susceptibility marker of responses to the environment. Together, these studies offer valuable insights into how environmental sensitivity and temperament interact across development, shaping children's responses to their environments and informing targeted interventions.

ENVIRONMENTAL SENSITIVITY AND ASSOCIATIONS WITH TEMPERAMENTAL REGULATORY ASPECTS: EMPIRICAL DATA FROM INFANCY TO MIDDLE CHILDHOOD

Francesca Lionetti¹, Tatiana Marci², Ughetta Moscardino², Annalaura Nocentini³, Alessandra Sperati⁴, Maria Spinelli⁴, Mirco Fasolo⁴, Michael Pluess⁵

¹University of Pavia, ²University of Padova, ³University of Florence, ⁴University of Chieti, ⁵University of Surrey

Sensory Processing Sensitivity (SPS) is a key phenotypic marker of Environmental Sensitivity in children. While distinct from other temperamental traits, theoretical models (Aron & Aron, 1997) and empirical studies (Lionetti et al., 2019; Jagiellowicz et al., 2011; Acevedo et al., 2014) suggest a link between SPS and effortful control—the ability to suppress a dominant response in favor of a subdominant one. However, evidence remains limited and largely focused on adults, with few exceptions (Pluess et al., 2018). This study examines the relationship between SPS and effortful control components across childhood, using a large sample of over 2,000 Italian children from infancy to school age. SPS was assessed via a newly developed observational method in infants ($N = 78$, $\text{M age} = 3.09$ months, 51% F). In preschoolers ($N = 328$, $\text{M age} = 4.26$ years, 49% F) and school-aged children ($N = 1,737$, $\text{M age} = 10.59$ years, 50% F across two independent samples), SPS was measured using the Highly Sensitive Child Scale (Pluess et al., 2018) via parent and self-reports. Temperament was assessed with Rothbart's measures. Preliminary analyses revealed that in infancy, SPS correlated positively with orienting regulatory capacity ($r = .31$). In preschoolers, SPS showed moderate positive associations with attentional focusing ($r = .24$) and inhibitory control ($r = .22$). However, in school-aged children, the association with attentional focusing became negative ($r = -.10$, $r = -.16$), while the link with inhibitory control varied (ranging from .08 to .22 across samples). These findings suggest developmental shifts in the SPS–effortful control relationship, particularly in early primary school, with implications for learning and social interactions. Findings will be discussed in relation to developmental pathways and measurement considerations both for sensitivity and orienting and inhibitory aspects.

OBSERVER-RATED ENVIRONMENTAL SENSITIVITY AND ITS CHARACTERISATION AT BEHAVIOURAL, GENETIC, AND PHYSIOLOGICAL LEVELS

Sofie Weyn¹, Francesca Lionetti², Daniel N. Klein³, Ealine N. Aron³, Arthur Aron³, Elizabeth P. Hayden⁴, Lea R. Dougherty⁵, Shiva Singh⁴, Monika Waszczuk⁶, Roman Kotov³, Anna Docherty⁷, Andrey Shabalin⁸, Michael Pluess⁹

¹University of Bern, Switzerland, ²University of Pavia, Italy, ³Stony Brook University, USA, ⁴Western University, Canada, ⁵University of Maryland, USA, ⁶Rosalind Franklin University of Medicine and Science, USA, ⁷Virginia Commonwealth University, USA, ⁸University of Utah School of Medicine, USA, ⁹University of Surrey, UK

This study investigated the psychometric properties of an observation method measuring individual differences in Environmental Sensitivity in preschoolers (Highly Sensitive Child-Rating System (HSC-RS)), the existence of sensitivity groups, and the characterisation of sensitivity at behavioural, genetic, and physiological levels in 541 preschoolers ($M(SD)_{age} = 3.56(0.27)$; 45%male; 87%Caucasian). Temperament, genetic, cortisol, and electroencephalography (EEG) asymmetry data were collected in subsamples ($n = 94-476$). Results showed a reliable observational measure of sensitivity. Latent profile analysis supported three sensitivity groups, that are a group of low (23.3%), medium (54.2%), and a high (22.5%) sensitivity children. Hierarchical regression analyses showed evidence for established temperament factors as significant, but non-overlapping, correlates of observer-rated ES (i.e., behavioural level). More sensitive children showed higher fear/inhibition, more constraint, less sociability/assertiveness, and less dysphoria than less sensitive children. No association between HSC-RS and the temperament trait exuberance was found. At the genetic level, a small negative association between HSC-RS and a genome-wide association study polygenic risk score (GWAS PGS) for Attention Deficit Hyperactivity Disorder (ADHD) was found. No relations with candidate genes, other GWAS PGS phenotypes, and physiological measures were found. Our study showed that the HSC-RS is a promising tool as an objective measure of sensitivity in preschoolers, including the assessment of depth of processing. However, we are more cautious about assessing individual differences in sensitivity across multiple levels, given that there was no evidence that sensitivity at the behavioural level was associated with physiological markers. Based on the results of the behavioural markers, we found that highly sensitive children might benefit from calm and independent environments, whereas low sensitive children might benefit more from social and exuberant activities. Aligning the school and home environment to the preschoolers' needs based on their sensitivity levels might lead to better learning outcomes and an increased wellbeing of the preschoolers.

TESTING CHILDREN'S DIFFERENTIAL SUSCEPTIBILITY TO PARENTING IN INTERVENTIONS USING POOLED DATA FROM SEVEN RANDOMIZED TRIALS

**Danni Liu¹, G.J. Melendez-Torres², Liina Laas Sigurðardóttir³,
Frances Gardner³, Sophia Backhaus¹, Patty Leijten¹**

¹University of Amsterdam, The Netherlands, ²University of Exeter, UK, ³University of Oxford, UK

Background: Parenting programs are widely used to reduce children's conduct problems, yet findings are inconsistent regarding whether children with certain characteristics benefit more than others. According to differential susceptibility theory, children with certain temperament traits, such as high irritability, not only exhibit poorer functioning under adverse conditions but also exhibit better outcomes under favorable conditions. **Objective:** Leveraging the statistical power of pooled data from seven randomized trials, we examine whether more irritable children show greater susceptibility to changes in parenting. Specifically, we hypothesize that compared to less irritable children, more irritable children will show (1) greater decreases in conduct problems when positive parenting increases or negative parenting decreases, and (2) greater increases in conduct problems when positive parenting decreases or negative parenting increases. **Method:** We will use data from a European individual participant data meta-analysis (PROSPERO: CRD42022262594), based on a systematic review of randomized controlled trials of social learning-based parenting programs (CRD42019141844) with families of children aged 2–10 years. Eligible trials must: (1) have pretest, posttest, follow-up data on both parenting and Eyberg Child Behavior Inventory (ECBI) items and (2) measure at least one supportive and high-quality parenting behavior (e.g., warmth, praise, or tangible rewards) or one harsh and low-quality parenting behavior (e.g., physical discipline, harsh verbal discipline, or inconsistent discipline). We will unpack the ECBI item-level data to extract measures of temperamental irritability and conduct problems. We will use parallel process latent growth curve modeling and moderated structural equation modelling, accounting for clustering, to test our hypotheses and explore potential age differences in results. **Results:** We identified seven eligible trials involving 1712 families. Data analyses are ongoing and will be completed before July 2025. **Conclusion:** Findings will advance understanding of differential susceptibility and may inform parenting interventions by identifying children who are most responsive to changes in parenting.

PEER STATUS AS PREDICTOR OF SOCIAL FUNCTIONING IN ADOLESCENCE AND EMERGING ADULTHOOD

Chair(s): **Nathalie Hoekstra** (Radboud University, The Netherlands)

Youth encounter peer groups in almost all contexts of their lives. Their peer status is an important predictor for social functioning. A large part of existing peer status research has focused on outcomes such as aggression or risk behaviors. This symposium contributes to the literature by examining the implications of peer status for a broader range of outcomes in adolescence and emerging adulthood. The studies use concurrent and longitudinal samples collected in three different European countries.

Paper 1 addresses peer status and cyberbullying. The authors expect a positive link between popularity and cyberbullying and a negative one for likeability. They already found that authoritative parenting and communal goals were significantly related to cyberbullying. Peer status may be a moderator, as popularity may weaken the link, whereas likeability may strengthen it. Paper 2 shows that adolescents across secondary school levels were likely to perceive their own friends and peers with many friends as popular. Adolescents' perceptions of who is popular were impacted by popular peers' perceptions. Paper 3 takes a descriptive approach and shows that peer status still plays a significant role in emerging adulthood. Emerging adults encounter peer groups in various contexts. Likeability was highest in friend groups, while popularity was highest in leisure activities. Across contexts, popularity was differently associated with importance and enjoyment of the peer group. Paper 4 zooms out and associates peer status in childhood and adolescence with developmental tasks in emerging adulthood. Preliminary results suggest early popularity predicts later life satisfaction and social support and self-esteem may be mediators.

Together, the papers in this symposium shed light on the complexity of the concept of peer status and the importance of obtaining a better understanding of its role in adolescents' and emerging adults' development.

FRIENDSHIP AND POPULARITY NETWORK EFFECTS ON ADOLESCENTS' POPULARITY PERCEPTIONS: EXPLORING THE DIFFERENCES AMONG STUDENTS AT SECONDARY SCHOOL LEVELS

Ana Bravo¹, Robert W Krause², Rosario Ortega-Ruiz¹, Eva M Romera¹

¹Universidad de Córdoba, ²University of Kentucky

Adolescents' popularity levels depend on the perceptions of other group members. These perceptions are based on the individual's interpretation of the group characteristics and dynamic. Following the shared reality theory, people develop their representations about their social world jointly with significant others. During adolescence, friends and popular peers become relevant in the elaboration of youth' description of their social reality, but developmental differences could be expected. The present study has two aims: 1) explore the influence of friends and popular peers on individuals' popularity perceptions, and 2) identify if these effects differ among adolescents in different secondary school levels (from 12 to 16 years). A total of 3,692 adolescents (48% girls, $M_{\text{age}} = 13.63$ years; $SD = 1.37$) from 136 classrooms participated in the study. The distribution among four secondary school levels was similar (between 23-28% of students). Longitudinal multiplex social network analyzes showed that adolescents of all secondary school levels were more likely to perceive both their friends and peers with many friends as popular. Moreover, popular peers' perceptions about who is popular influenced their own perceptions. The influence of friends' perceptions about who is popular were greater for younger adolescents, and they also transferred their popularity perceptions to friends of popular classmates more often than older adolescents. Lastly, gender segregation was greater for younger adolescents, being more likely to choose as friends and perceive as popular other same-gender classmates. These results highlight that the group of friends have a greater influence during early adolescence. Moreover, there would be a greater popularity contagion effect at these ages. Being close to the popular would have a positive impact on one's own popularity. This could explain why early adolescents imitate the behaviors of their popular classmates. Future programs should adopt a developmental perspective to improve adolescents' social skills and dynamics.

PEER STATUS AS PROTECTIVE OR RISK FACTOR FOR CYBERBULLYING: A LONGITUDINAL STUDY AMONG ITALIAN ADOLESCENTS

Carlo Marinoni¹, Simona C S Caravita², Assunta Zanetti¹

¹University of Pavia, ²Mercatorum University, University of Stavanger

Cyberbullying is one of the most widespread risky behaviors among adolescents. It is often an online continuation of offline bullying. Recent literature (Marinoni, 2025; Marinoni et al., 2023) has provided some evidence that, likewise for bullying, authoritative parenting style, based on sharing and listening, and communal goals, aimed to establish relationships with peers based on empathy and inclusion, are protective factors against perpetrating cyberbullying. The role of social status among peers, however, is understudied in relation to cyberbullying. Peer status may not only increase (perceived popularity) or mitigate (social preference) cyberbullying, but also buffer (perceived popularity) or magnify (social preference) the influences of protective factors, like already found for the offline bullying (e.g., Caravita & Cillessen, 2012). This study aims to analyze the longitudinal associations between parenting authoritative style, communal goals, and peer status (perceived popularity and social preference) with cyberbullying by estimating cross-lagged models. Peer status will be also investigated as possible moderator of the associations between authoritative style and communal goals with cyberbullying. Participants are 605 adolescents (42.47% girls; *Age* = 15.63 years, *SD* = 1.251) who answered self-report measures assessing parenting style and social goals, and peer-nominations of perceived popularity and social preference. First analyses have confirmed the negative longitudinal associations of authoritative style and communal goals with cyberbullying. We expect that perceived popularity will be associated positively and social preference will be associated negatively with cyberbullying and that perceived popularity will mitigate and social preference will magnify the associations between authoritative style and communal goals with cyberbullying. This study is expected to provide important information on the role of status among peers as protective or risk factor for cyberbullying. Results will be discussed in light of possibilities to prevent cyberbullying with interventions that take into account peer dynamics within classrooms, besides individual and family factors.

PEER SOCIAL STATUS IN EMERGING ADULTS' PEER GROUPS

Nina S Chmielowice-Szymanski, Mallory A Millett, Antonius H N Cillessen

Radboud University

Most research on peers focuses on children and adolescents in classrooms, a well-defined context in which youth spend most of their time. Emerging adults, however, also still spend a lot of time with peers as they move away from home. Because they have more autonomy to decide how they spend their time, their peer groups may exist in various contexts. Yet, studies of emerging adults mostly have examined friendships and romantic relationships rather than the broader peer group. The goal of this study was to gain insight into the peer groups in emerging adulthood by examining 1) the various contexts in which emerging adults' peer groups exist, 2) the characteristics of these peer groups, and 3) the role of popularity and likeability. Participants were 521 Dutch-speaking emerging adults ($M = 21.27$ years, 64% female). We asked participants about the contexts in which they may interact with peers (school, work, sports, hobby clubs, communities, friends). If participants interacted with 1 or more peers in a context, they also reported their time spent with peers, importance, enjoyment, self-selection, and status in each context. Results show that most emerging adults (60%) reported having peer groups in 2 or 3 contexts. School (68%) and friends (46%) were the most prevalent contexts, although most in-person time was spent in the context of sports (interacting once a week). Importance, enjoyment, self-selection, and likeability were highest in friend groups, whereas popularity was highest in leisure activity contexts. Popularity and likeability were not consistent across contexts, as evidenced by weak to moderate correlations across contexts (popularity: $r = .13 - .59$; likeability: $r = .10 - .66$), and significant between-context differences in popularity and likeability. Popularity, but not likeability, more strongly predicted the importance and enjoyment of peer groups that were self-selected than of peer groups that were less self-selected.

FROM PLAYGROUND TO PROFESSION: A DEVELOPMENTAL TASKS PERSPECTIVE

Nathalie AH Hoekstra, Nina S Chmielowice-Szymanski, Mallory A Millett, William Burk, Yvonne H M van den Berg, Tessa A M Lansu, Antonius H N Cillessen
Radboud University

Each phase in human development brings along key developmental tasks. Research has long tried to unravel the effects of attaining these tasks earlier in life on performance later in life. Main tasks in childhood and adolescence (CaA) are doing well in school (academic) and getting along with peers (social). In emerging adulthood (EA), central tasks are work and love. The current study investigates whether individuals' broader academic functioning and peer status in CaA are associated with getting a job, having a romantic relationship, life satisfaction, and health in EA. As these links may be explained by factors regarding the self and the context, we investigate self-esteem and social support as mediators. The current study uses data from 7 waves of the Nijmegen Longitudinal Study, an ongoing study of 129 individuals followed from 18 months of age in 1999 until today. Preliminary regression analyses showed that popularity ($\beta = 0.19, p = .069$) and academic functioning ($\beta = 0.18, p = .083$) in CaA tended to predict life satisfaction in EA. Social support and self-esteem may be mediators, as there was a marginally significant effect of popularity ($\beta = 0.18, p = .081$) and a significant effect of likeability ($\beta = 0.23, p = .028$) on social support, and self-esteem was significantly related to life satisfaction ($\beta = 0.28, p = .017$). Final analyses will consist of path models in R to test the full model. Our study adds to previous work by providing new insights about: 1) the long-term effects of peer status, especially popularity in CaA, on later development, 2) the effects of broader academic functioning as opposed to norm-based achievement, 3) a longer timespan than most studies, and 4) EA rather than adulthood outcomes. These insights can inform early prevention and intervention efforts to promote later EA development.

IS IT JUST IMPORTANT TO BE FRIENDS? FRIENDSHIP AS A PROTECTIVE AND RISK FACTOR FOR WELL-BEING AND THE TYPE OF BEHAVIOR DEVELOPED DURING ADOLESCENCE

Chair(s): **Ana Bravo** (University of Cordoba, Spain)

This symposium brings together four papers examining the effect of friendship dynamic in individual and social characteristics among adolescents. Research has consistently shown that being friends implies a certain degree of responsibility for each other's well-being and adolescents develop their social, emotional, and cognitive skills in interaction with their friends. But friends social support and influences also promote negative behaviors and create a toxic context in which negative consequences, such as victimization, are exacerbated. The research presented here has examined experiences of young people from three countries (Spain, the Netherlands and Finnish). Different longitudinal methodological approaches, such as social network analysis, latent profile analysis and diary analysis, have been used to cover many relevant research questions on adolescents' friendship dynamic. The first paper (Bravo, Espelage, Ortega-Ruiz & Romera) is a social network study with Spanish adolescents identifying the co-evolution and mutual influence between the friendship network and help-seeking network in bullying situations. The second paper (Beckers, Burk, Larsen, & Cillessen) explores through a one-year if friend-reported loss of control eating influence longitudinally in adolescents' own loss of control eating among Dutch students. The third paper (Bernasco, Malamut, Yanagida, & Branje) explores if there are patterns of problem talks among Dutch adolescent friends and if these patterns are cross- and longitudinally associated with friendship quality and internalizing problems. The last study (Malamut & Laninga-Wijnen) is a daily diary study with Finnish adolescents, which examines if co-ruminating with friends exacerbates victims' daily mood problems, both from a within- and between-person perspective. Taken together, these papers deepen the description and identification of the relevant role of friendship and its characteristics in the cognitions, relationships, behaviors, and well-being of adolescents. The practical implications of the results of the included studies will be discussed during this symposium.

CAN YOU HELP ME FRIEND? MEASURING INTERACTIONS BETWEEN HELP-SEEKING AND FRIENDSHIP NETWORKS FROM A DEVELOPMENTAL PERSPECTIVE

Ana Bravo¹, Dorothy L. Espelage², Rosario Ortega-Ruiz¹, Eva M. Romera¹

¹Universidad de Córdoba, ²University of North Carolina at Chapel Hill

Bullying is an aggressive social dynamic in which the defenders of the victims play a crucial role in determining whether the bullying continues. Thus, identifying the characteristics of classmates from whom adolescents would ask for help could prevent and reduce aggressive situations. Helping is a dyadic relationship, involving at least two actors (a helper and a target). From this dyadic perspective, other social group dynamics may play a key role to identify 'to whom would victimized adolescents seek help from?' Friendship becomes a more intimate relationship based on trust, private exchange, and mutuality during adolescence. Being friends means shielding each other from being victimized by other peers. However, there may be differences in adolescents' preferences to ask for help from their friends due to the changes that occur during adolescence in their definition of what it is to be friends. The present study has a twofold objective: 1) to describe and to examine the interaction between help-seeking and friendship networks; and 2) to compare if these interactions differ among students in last two levels in primary school and all secondary school levels. A total of 3,023 adolescents (49% girls, *Age* = 12.24 years, *SD* = 1.55). Data were peer-reported, and Bayesian random-coefficient multilevel stochastic actor-oriented models were conducted to simultaneously estimate the coevolution of the bullying help network (*who would you ask for help if you were bullied by a classmate?*) with the friendship network (*who is your friend?*). Preliminary analyses suggest that there is a reciprocal tendency among adolescents to choose each other as potential helpers. Adolescents would also be more willing to ask a friend for help. Moreover, adolescents choose the friends of their friends as their potential helpers. Comparative analyses between both age groups and final results for this paper will be presented during the conference.

FRIENDS' INFLUENCE ON ADOLESCENTS' LOSS OF CONTROL EATING: THE MODERATING ROLE OF SELF-ESTEEM, FEAR OF NEGATIVE EVALUATION, AND BODY DISSATISFACTION

Desi Beckers, William J. Burk, Junilla K. Larsen, Antonius H. N. Cillessen

Radboud University

Friends' influence may significantly contribute to the development of disordered eating in adolescence. However, little is known about the influence of friends on loss of control eating. This study investigated whether friend-reported loss of control eating was associated with changes in adolescents' own loss of control eating one year later and tested whether adolescents with lower self-esteem, higher fear of negative evaluation, and higher body dissatisfaction were more susceptible to friends' influence. Sex differences in these associations were also examined. Participants were 612 adolescents (50.0 % female; $MT1 = 13.50$ years, $SDT1 = 1.01$) recruited from a school in the Netherlands with predominantly native Dutch students and participated in an ongoing longitudinal research project between 2019-2021. Results indicated that adolescents and their friends reported similar levels of loss of control eating but provided no support for friends' influence on loss of control eating, nor for differential susceptibility. The modest similarity between adolescents' and their friends' loss of control eating and the lack of friends' influence on loss of control eating may be due to homophilic selection effects or the restrictions involving the COVID-19 pandemic, so replication of the results is warranted.

DWELLING ON NEGATIVE AFFECT WITH FRIENDS: THE ROLE OF CO-RUMINATION IN THE EFFECT OF DAILY PEER VICTIMIZATION ON ADOLESCENTS' MOOD

Sarah Malamut, Lydia Laninga-Wijnen

University of Turku

School bullying remains a significant health concern worldwide, with devastating consequences for adolescent psychological adjustment - not only in the long term (e.g., years or even decades after exposure) but also on a daily basis by affecting adolescents mood. Although social support from peers is often thought of as a protective factor that can mitigate the link between stressful experiences (such as peer victimization) and mood problems, some work has demonstrated that supportive friendships may actually exacerbate the negative

consequences of victimization (Schacter et al., 2021). This surprising finding may be because some social support from peers potentially consist of potentially problematic dynamics, such as co-rumination - extreme fixation on the stressor and the negative feelings caused by the problem (Rose, 2002). This pre-registered daily diary study examines whether co-ruminating with friends exacerbates victims' daily mood problems, both from a within- and between-person perspective. For about 10 consecutive school days, $n = 1,669$ Finnish 7th to 9th grade adolescents ($M_{age} = 14.45$; 55.5% girl) filled in daily questionnaires about their victimization experiences being defended, and their mood. On $n = 1,329$ out of 12,366 assessments (10.7%), students indicated that schoolmates victimized them that day, and on about 30% of these days they talked to their friends about their victimization. Preliminary analyses suggest that adolescents experienced stronger feelings of humiliation and greater sad mood on days when they were victimized *and* co-ruminated with friends, as compared to days on which they were victimized, did talk to friends about it, but did not co-ruminate with these friends. During the conference, final results for this paper will be presented.

THE INTERSECTIONAL RELATION BETWEEN GENDER IDENTITY, GENDER IDEOLOGY, AND WELLBEING ACROSS THE LIFESPAN

Chair(s): **Matthew Glade Nielson** (University of Exeter, United Kingdom)

We explore the influence of gender ideology on identity formation, social experiences, and wellbeing from childhood to adulthood, using diverse methodologies and samples from Europe, the Middle East, and North America. The studies examine how gender identity and ideology interact to affect outcomes like resilience, mental health, and physical safety across the lifespan. Together, these insights inform educators, researchers, and policymakers on the intersection of gender ideology, sexual/gender identity, and wellbeing.

Study 1 uses qualitative interviews with 34 U.S. based gender minorities to examine how transgender and non-binary youth navigate hostile environments shaped by rigid gender ideologies. It identifies coping mechanisms and self-advocacy strategies that counteract discrimination. Practitioners can leverage these strategies to create supportive environments for gender-diverse youth.

Study 2 investigates the evolution of gender ideology in 400 freshmen over the course of their first year at a global Middle Eastern university. Combining latent change score models and latent profile analyses, this work shows how changes in young adult gender ideology affects wellbeing differently across diverse identity groups, demonstrating the intersectionality of the relation between gender ideology and wellbeing, particularly for sexual minorities.

Study 3 examines three years of sexual orientation identity development among 600+ U.S. sexual minority young adults, emphasizing how context and internalized stigma may inform identity shifts and minority stress experiences. Multilevel models show how internalized homophobia was associated with less identity change, while victimization and discrimination were associated with more identity change.

In Study 4, a sample of 4,500 Georgian adults focuses on how beliefs about normative gender ideology relates to experiencing or condoning violence against women. Specifically, it shows how women who hold normative beliefs about violence against women are more likely to experience intimate partner violence, and older, rural men who view violence as normative are more likely to condone it.

SCHOOL-AGE RESILIENCE: THEMES WITHIN A SAMPLE OF GENDER MINORITIES INTERESTED IN SELF-ADVOCACY AND WELL-BEING

Jack D Simons, Kalani Siler

Mercy University

This study is warranted because transgender students commonly experience bullying in the absence of resources while also trying to cope. Because gender minorities are a vulnerable population, researchers conducted retrospective life story interviews with gender minority people comprising participants who identified as transgender and gender non-binary. Using a directed form of qualitative research proposed by Mayring, we applied Simons' Identity Behavior Theory (IBT) which emphasizes attitudes, identity, resilience, and behavior to code data to examine the experiences of 34 self-identified gender minority individuals to advocate for themselves. Demographic variables were assessed, along with participants' levels and types of coping. Themes were identified in the interview data. Implications for professors, educators, researchers, and helping professionals are offered.

GENDER IDEOLOGY CHANGE DURING UNIVERSITY HAS DIFFERENT IMPACTS ON WELLBEING DEPENDING ON IDENTITY INTERSECTIONS

Matthew G Nielson¹, PJ Henry²

¹University of Exeter, ²New York University Abu Dhabi

Traditional gender ideology, emphasizing rigid gender roles and heteronormativity, has been linked to negative outcomes including boys avoiding help-seeking, girls developing eating disorders, and risky substance use in both genders. However, adolescents, particularly boys, may become less rigid in their gender beliefs during young adulthood (Nielson et al., 2024), possibly due to the gender egalitarianism associated with university education (Campbell & Horowitz, 2015). How this process differs by gender, sexual orientation (Salvati et al., 2018), and religious background (Hildebrandt & Jackle, 2023) remains unclear. This study examines whether adherence to traditional gender ideology decreases during the first year of university and if such changes predict improved wellbeing across different groups.

We analysed longitudinal survey data from 413 first-year students at a global Middle Eastern university with an internationally diverse student body (55.1% women, *mage* = 18.38). A latent change score model measured changes in gender ideology (e.g., “Men should make important family decisions”) across the first year of university and predicted wellbeing (self-esteem, life satisfaction). Latent profile analysis identified how this process differed for different types of people.

We identified four distinct identity profiles relating to ideology change and wellbeing. Heterosexual young adults showed an *increase* in traditional gender ideology, which positively related to wellbeing. Sexual minority women did not change their ideology, but those with more traditional ideology reported lower wellbeing. Sexual minority Muslim women also *increased* traditional gender beliefs, but neither this change nor their baseline beliefs affected wellbeing. Sexual minority men showed no change in gender ideology, but those with more traditional beliefs had better wellbeing, though this group was problematically small (*n* = 20). These findings provide the first study that highlights how gender, sexual orientation, and traditional ideology relate to wellbeing in intersectional ways.

CHANGES IN GENDER AND SEXUAL IDENTITY AMONG YOUTH: ARE PROXIMAL AND DISTAL MINORITY STRESSORS ASSOCIATED WITH IDENTITY CHANGE?

André G Real, Stephen T Russell

University of Texas at Austin

Changes in sexual and gender identity may occur among youth. Scholars have suggested that contextual and inter- and intra-personal factors play a role in changes in identity. However, this is yet to be explored. This study aimed to describe sexual and gender identity change among youth, and examine concurrent and lagged associations of minority stressors with sexual and gender identity change.

Data come from the Generations study, a three-wave study of a US national-probability sample of LGB people across three cohorts. We focus on participants from the younger cohort (*N*=666; 18-25 years old; *Mage*=22.1). Participants reported their sexual and gender identity at each wave. Other measures include internalized homophobia, felt stigma, experiences of victimization, and everyday discrimination (measures microaggressions). Multilevel Mixed Effects Logistic Regression examined between- and within-person associations. All models account for sampling weights to provide population-level estimates.

There were 64 changes in sexual identity and 31 changes in gender identity in the three years of follow-up. Across models, between persons, higher concurrent internalized homophobia (sexual: OR=0.51, $p=.046$; gender: OR=0.54, $p=.060$), and higher internalized homophobia in the prior wave were associated with lower likelihood of sexual and gender identity change (sexual: OR=0.35, $p=.044$; gender: OR=0.47, $p=.024$). Victimization and discrimination were associated with gender identity change (victimization: OR=1.95, $p=.001$; discrimination: OR=1.80, $p=.052$). At the within-person level, only internalized homophobia in the prior wave was associated with higher likelihood of sexual identity change (OR=3.69, $p=.044$).

In this national sample, changes in sexual and gender identity were not uncommon. Internalized homophobia was associated with less sexual/gender identity change, yet internalized homophobia in the prior year was associated with sexual identity change within individuals. Victimization and discrimination were associated with gender identity change, possibly as a result of gender-nonconforming expressions. Findings illuminate the complexities of internalized homophobia, a critical factor related to SGM well-being.

VIOLENCE AGAINST WOMEN IN GEORGIA: THE INTERPLAY BETWEEN SOCIAL NORMS AND ATTITUDES

Maia Mestvirishvili¹, Mariam Kvitsiani², Natia Mestvirishvili³

¹Ivane Javakhishvili Tbilisi State University, Affiliated researcher at Georgian University of Public Affairs (GIPA), ²Ivane Javakhishvili Tbilisi State University, ³Affiliated researcher at Georgian University of Public Affairs (GIPA)

In this study, we examine the misperceptions of the social norms around violence against women (VAW), their relationship to VAW-related personal attitudes in women and men in Georgia, and the relationship between perceived VAW norms in women and their lifetime experience of intimate partner violence (IPV). The data from the second national VAW survey in Georgia (a sample of 3,300 women and 1,104 men aged 15–69), conducted by the National Statistics Office of Georgia and UN Women in 2022, were analysed. The study results confirm the mismatch between perceived social norms and personal attitudes towards VAW in Georgia and reveal that for women, perceived VAW-supportive social norms are positively associated with their lifetime IPV experience. Study results also show that perceived VAW-supportive norms, along with selected demographic variables, positively predict VAW-supportive attitudes in both women and men. Lastly, the study found that at the individual level, being male, living in a rural area, having a lower level of education, and being of older age increase the chances of transforming perceived VAW-supportive social norms into VAW-supportive attitudes.

USING THE FIVE-MINUTE SPEECH SAMPLE (FMSS) TO CAPTURE INDIVIDUAL DIFFERENCES IN PARENT-CHILD RELATIONSHIP QUALITY: AN EXPLORATION OF DIVERSE APPROACHES AND APPLICATIONS

Chair(s): **Efrat Sher-Censor** (University of Haifa, Israel)

Originally developed for clinical use, the FMSS offers a simple tool for capturing individual differences in parent-child relationship quality that has become widely used within family research (for reviews, see Rea et al, 2020; Sher-Censor, 2015). Highlighting its utility, the studies reported in this symposium involve samples from three distinct cultural settings (England, Hong Kong and Israel) that span from expectant couples to at-risk parents of 0- to 3-year-olds to parents of young school-aged children and parents of young children with and without complex care needs. The studies also illustrate the diversity of coding approaches that can be applied to the FMSS to identify key themes within the narratives and assess both the coherence and mind-mindedness of parental representations.

Alter and colleagues demonstrate the feasibility of gathering speech samples before birth, explore stability and change in parental representations across this important transition to parenthood, and consider whether maternal and paternal representations differ in their use of 'time travel' to portray the unborn child as either an infant or a child. Sher-Censor and colleagues provide evidence for the utility of the FMSS as a tool for evaluating the success of interventions to support at-risk groups during early parenthood. Xu and colleagues apply the FMSS to demonstrate that parental mind-mindedness can mitigate the impact of family adversity on childhood problems of anxiety and depression. Dolling and colleagues use the FMSS to highlight important similarities in the coherence of parental representations of children with and without complex needs. Together, these papers document the value and flexibility of the FMSS as a tool for ensuring that parents' views and feelings about their child are at the heart of evidence-based interventions and policies.

FATHER'S VOICES: DO PRENATAL EXPERIENCES AND EXPECTATIONS DIFFER BY CHILD GENDER

Or Perah Midbar Alter¹, Rosie Michaelson¹, Sarah Foley², Claire Hughes¹

¹University of Cambridge, UK, ²University of Edinburgh, UK

Highlighting the salience of gender for parental perceptions, a study of family stories has shown that fathers emphasize autonomy, while mothers adapt themes to the child's gender, placing a stronger emphasis on autonomy for boys (Fiese & Skillman, 2000). Moreover, while there is evidence that fathers play a critical role in supporting the well-being of both mothers and children (Pleck, 2010), few studies have explored fathers' very early experiences and perceptions, particularly in the prenatal period (Venning et al., 2021). This is important, as gathering expectant parents' views is crucial for understanding family dynamics and designing effective support systems (Barlow, 2017).

To address this gap, this study draws on 80 Five Minute Speech Samples (FMSS) gathered from a subset of 20 heterosexual couples expecting their first child, selected from a larger UK sample of 400 participants to maximise demographic diversity and focus on expectant couples who knew the sex of their unborn child, enabling analysis of gender-specific expectations. The speech samples are drawn from two study timepoints: before birth and approximately four months postpartum. The study addresses two primary objectives using reflexive thematic analysis: (1) examining how fathers' and mothers' perceptions of their child evolve before and after birth, and (2) exploring whether fathers' expectations for daughters versus sons align with or diverge from their parenting experiences. The analysis incorporates open and thematic coding within the Self-Determination Theory (SDT) framework, which focuses on autonomy, competence, and relatedness. SDT provides a theoretical lens to explore how fathers' motivations and parenting identities are shaped by their expectations and experiences (Joussemet et al., 2008). By amplifying fathers' voices, this study contributes to a broader understanding of fatherhood. Insights into prenatal expectations and post-birth transformations have the potential to benefit fathers, inform early childhood education, and enhance parental support programs.

USING THE FMSS TO EVALUATE THE EFFECTIVENESS OF INTERVENTION PROGRAMS FOR PARENTS: EVIDENCE FROM “ORIM” NATIONAL PROJECT IN ISRAEL

Efrat Sher-Censor, Rinat Feniger-Schaal, Michal Slonim, Nina Koren-Karie

University of Haifa, Israel

Several early intervention protocols for parents that are based on attachment theory have proven effective (e.g., Dozier & Bernard, 2019). However, most parents in the community receive interventions that are informed by attachment theory but do not strictly follow evidence-based protocols. Despite the widespread use of such programs, little research has evaluated their effectiveness. Our study aimed to address this gap by examining the impact of programs offered through the “Orim” project for first-time parents at risk of inadequate caregiving across Israel. Our secondary goal was to identify rigorous and cost-effective measures for intervention research. We focused on the Five-Minute Speech Sample Procedure (FMSS; Magaña et al., 1986), a tool designed to evaluate parents’ narrated representations of their children.

We hypothesized that parents would show improvement in their FMSS narratives about their children, specifically in their acceptance of the children, narrative coherence (i.e., the ability to portray the children in a multi-dimensional, well-supported manner), and insightfulness into the children’s motivations underlying their behavior.

Participants included 195 first-time mothers (13.8% Arab-Israeli, 28.2% Ultra-Orthodox Jewish, 57.9% non-Ultra-Orthodox Jewish) and 30 fathers (children’s mean age = 22.04 months; 50% female). All parents received individual, group, and psychoeducational interventions. FMSS narratives were collected before (Time 1) and after (Time 2, one year later) the intervention and rated by blind coders using FMSS-Coherence scales (Sher-Censor & Yates, 2012), adapted from the Insightfulness Assessment (Koren-Karie et al., 2002).

Repeated Measure ANOVAs revealed significant increases in parents’ acceptance, coherence, and insightfulness over time, except for the improvement in fathers’ insightfulness, which showed marginal significance ($p = .055$).

These findings provide preliminary support for the sensitivity of the FMSS-Coherence assessment and the effectiveness of attachment-informed interventions in community settings. However, further randomized controlled trials are needed to strengthen these conclusions.

USING THE FMSS IN A CROSS-CULTURAL STUDY TO INVESTIGATE WHETHER MATERNAL MIND-MINDEDNESS ATTENUATES ASSOCIATIONS BETWEEN PARENTAL MENTAL HEALTH PROBLEMS AND CHILD INTERNALIZING PROBLEMS

Chengyi Xu¹, Laure Lu Chen², Zhenlin Wang³, Claire Hughes¹

¹University of Cambridge, UK, ²The University of Hong Kong, Hong Kong, ³Massey University, New Zealand

Mentalizing has been described as ‘making parenting work’ (Camoirano, 2017). Support for this view comes from a recent meta-analytic review, which reported consistent inverse associations between parental mentalization and child externalizing problems (Nieto-Retuerto et al, 2024). The studies in this review included both Western sites (USA, Europe, Australia) and more traditional communities (Israel, Iran), but did not include any Asian samples, or any cross-cultural designs. The studies also showed a heavy focus on child externalizing problems; as a result, much less is known about the salience of parental mentalizing for internalizing problems. Additionally, only a small proportion of studies investigated whether parental mentalizing and mental health problems interact as predictors of child adjustment.

In the current study we aimed to address these three gaps in the field. To this end we recruited 638 parent-child dyads (299 from Hong Kong; $M_{\text{age}} = 4.94$ years, $SD = 0.36$; 53% male, and 339 from England; $M_{\text{age}} = 5.29$ years, $SD = 0.35$; 43% male). Parents completed the Five-Minute Speech Sample (FMSS) paradigm, and their transcripts were coded for mind-mindedness (MM), indexed by the proportion of mentalistic child descriptions. Parents also reported on demographic factors, child adjustment and their own mental health.

Across sites, MM was inversely associated with both parents’ mental health problems and children’s internalizing problems. MM also moderated the relation between parents’ mental health problems and children’s internalizing problems. Specifically, the association between these measures was significant in the context of both low and average levels of MM, but was not evident when mothers’ FMSS descriptions of their child showed high levels of MM.

NARRATIVE COHERENCE IN PARENTAL FIVE MINUTE SPEECH SAMPLES IN THE CONTEXT OF EARLY RAPID GENOMIC TESTING AND DIAGNOSIS

**Helen Dolling, Madeleine Freeman, Ilana Cope,
Mishika Mehrotra, Claire Hughes**

University of Cambridge, UK

Serious illness in infants exerts substantial stress on parents. Rapid technological advances have expanded the availability of whole exome and genome sequencing, accelerating diagnosis of rare complex conditions. There is strong evidence for clinical utility of early testing, but parental perspectives on potential harms to family relationships remain little explored. The Peregrin* study followed up families in the UK Next Generation Children Project (French et al., 2019, 2022) to elucidate benefits or harms, and to identify risk and protective factors for family adjustment.

Participants were 96 parents from 63 families, of whom 57% received a diagnosis of mostly rare/ultra-rare disease in their child (aged 2-15 at interview). Within this sample, 32 fathers and 53 mothers provided Five-Minute Speech Samples (FMSS); transcripts were double-coded for narrative coherence (Sher-Censor & Yates, 2012) to explore parents' sense of competence, adaptive parenting, and attitudes and schemas regarding their child. Hierarchical multiple regressions were conducted to examine associations between narrative coherence, parental wellbeing, and child's health-related quality of life.

The severity of child's condition, but not parental wellbeing, predicted FMSS-Coherence: parents caring for children with more complex disabilities showed less coherent narratives. Modal scores were higher for fathers than mothers but paired-sample comparisons showed no significant mean difference. Interviews illustrated both clinical and personal utility of genomic testing, coupled with contrasting attitudes and support needs over time and across parent gender. Survey responses indicated widespread parental anxiety and uncertainty about the future, and variation in parents' ability to cope with diagnosis and prognosis.

Among families of children with rare complex conditions, FMSS offers a valuable window into parental experiences, concerns, and parent-child relationships, and could help to identify families needing most support. Narrative coherence coding provides a meaningful evaluation of parental adjustment and adaptation and could be helpful for triaging families for specific support.

VOICES, BEHAVIORS, AND INTERVENTIONS: COMPREHENSIVE INSIGHTS INTO BULLYING, CYBERBULLYING AND STUDENTS' WELL-BEING

Chair(s): **Laura Menabò** (University of Bologna, Italy)

Bullying and mental health challenges are critical issues in educational settings, affecting students' well-being and social relationships. This symposium brings together research using qualitative, quantitative, and mixed methodologies to explore both students' perceptions and behaviors related to bullying (Studies 1 and 2) and strategies and interventions to address bullying and cyberbullying (Studies 3 and 4).

Specifically, the first study (Menabò et al.) utilizes Consensual Qualitative Research (CQR) to analyze insights from 220 Italian students across 16 focus groups. It explores students' perceptions of bullying, identifying power imbalance, coping strategies, and the roles of victims, bullies, and bystanders, offering rich qualitative insights into the social dynamics of bullying.

The second study (Angelini & Gini) employs a Structural Equation Model with data from 1,586 Italian adolescents to examine how victimization leads to school dropout risk through school refusal behaviors, such as avoidance and escape. This quantitative approach highlights the psychosocial mechanisms underlying disengagement from education.

The third contribution (Jiménez-Díaz et al.) uses web-based experimental scenarios to analyze bystanders' responses to cyberbullying among 195 Spanish adolescents. It investigates how contextual factors, such as relationships with the victim or bully, perceived severity, and social media platforms, shape bystander behaviors, providing actionable insights for cyberbullying interventions.

The final study (Slee et al.) evaluates an Australian classroom-based digital mental health program designed for primary school students. Findings from pre- and post-test data reveal significant improvements in emotional well-being and reductions in anxiety and bullying, demonstrating the program's effectiveness.

This symposium employs a diverse range of methods and tools—including focus groups (Studies 1 and 4), interviews (Study 4), self-report questionnaires (Studies 2, 3, and 4), and web-based scenarios (Study 3)—to explore perceptions, behavioral consequences, and the effectiveness of intervention strategies related to bullying, cyberbullying, and well-being. The findings will help refine interventions and inform policy.

UNPACKING SCHOOL BULLYING: A CONSENSUAL QUALITATIVE STUDY OF WHAT MATTERS TO STUDENTS

**Laura Menabò¹, Debora Ginocchio², Felicia Roga¹,
Eleonora Renda¹, Annalisa Guarini¹**

¹University of Bologna, ²University of Modena and Reggio Emilia

School bullying is a significant social issue with an important impact on public health. To date, existing research predominantly emphasizes quantitative analysis, which leaves open the debate regarding central features (definition, types of behavior, roles, coping strategies). Our study aims to gain a deeper insight into the phenomenon, giving students a voice in expressing their experiences and perceptions. We conducted 16 focus groups with 220 Italian students, applying the Consensus Qualitative Research method (CQR) which emphasizes consensus among researchers to ensure the credibility and accuracy of findings. CQR involves identifying key domains, core ideas, and patterns of frequency (general, typical, variant) across data while incorporating auditor reviews to minimize bias and enhance reliability. The analysis identified seven key domains, with each domain containing core ideas classified based on their frequency across the focus groups: general (present in more than 75%), typical (25-75%), or variant ($\leq 25\%$). In “Characteristics of bullying” domain, power imbalance emerged as a general idea, intentionality as typical, and repetition as a variant. For “Bullying behaviors” domain, physical and verbal bullying were general ideas, while relational bullying was variant. In “The bully” domain, moral disengagement and compensation were general ideas, retaliation was typical, and intimidation was variant. In “The victim” domain, perceived weakness and well-being were general, ethnic victimization was typical, and victim blaming was variant. In the “Other roles” domain, pro-bullies and bystanders were typical; defenders were variant. “Victim’s coping strategies” domain included nonchalance, distancing, and seeking social support as general, retaliation as typical, and talking with the bully as a variant. In “Bystanders’ coping strategies,” protecting the victim was typical, while self-protection was variant. Overall, these findings contribute to a more comprehensive understanding of school bullying by highlighting the diversity of experiences and perceptions among students.

THE ROLE OF SCHOOL REFUSAL IN THE ASSOCIATION BETWEEN PEER VICTIMIZATION AND SCHOOL DROPOUT RISK

Federica Angelini, Gianluca Gini

University of Padua

School dropout is a public health issue that has been linked to student school refusal (Thastum et al., 2019). According to Kearney (2002), students refuse school for many reasons, including (i) avoidance of school-related stimuli that provoke negative affectivity (i.e., avoidance), and (ii) escape from aversive social situations (i.e., escape). Among others, peer victimization has been identified as a risk factor for school refusal, as victims show higher rates of absenteeism than their peers (Astor et al., 2002). However, still little research has analyzed how peer victimization is associated with dropout risk. This study aims to investigate the association between peer victimization and dropout risk, by focusing on the role of school refusal. Participants were 1586 students in Italy (59.1% males, $M_{age}=16.06$, $SD=1.60$), who completed an anonymous online survey. A Structural Equation Model was employed to examine the associations between peer victimization (both traditional and cyber-victimization) and school dropout risk (thinking of dropping out and number of voluntary class absences). Indirect effects through two dimensions of school refusal (i.e., avoidance and escape) were tested. In addition, these associations were controlled for several individual (i.e., gender, depression and anxiety) and school-related risk factors (i.e., school grade, school stress). Peer victimization was associated with both avoidance ($\beta = .17$, $p < .001$) and escape ($\beta = .49$, $p < .001$) and, in turn, with higher risk of dropout. Specifically, peer victimization was indirectly associated with dropout risk through avoidance ($b = .209$, CI 95% [.123 - .332]), which emerged as particularly relevant in explaining school dropout ($\beta = .79$, $p < .001$), compared to escape. This study contributes to the literature on school dropout, and sheds light on peer victimization as a risk factor. Practical implications are discussed to promote social competence and peer acceptance, thus preventing individual and societal costs of school dropout.

UNDERSTANDING ADOLESCENTS BYSTANDERS' RESPONSES TO CYBERBULLYING: INSIGHTS FROM A WEB-BASED EXPERIMENTAL STUDY

Olga Jiménez-Díaz,¹ Esperanza Espino²,
Joaquín A. Mora-Merchán¹, Rosario Del Rey¹

¹Universidad de Sevilla, ²Universidad Loyola Andalucía

Bystanders' responses to cyberbullying play a critical role in either mitigating or worsening its impact. Previous research has focused on distinguishing the type of bystander response, often classifying them as reinforcers (pro-bully), neutrals (passive), or defenders (pro-victim). However, less is known about the reasons for adopting one or another response, which may be contextual. Given this gap, web-based experiments provide a powerful way to further explore bystander behaviour by simulating real-world online scenarios and analysing how different factors influence bystander responses in a controlled, interactive environment. Thus, this web-based experimental study aimed to understand bystanders' responses to cyberbullying by analysing how factors such as the bystander's relationship with the victim or bully, their popularity, perceived social support, perceived severity of the incident and the particular social network used (WhatsApp, Instagram, or TikTok) influence these responses, considering gender differences. For this purpose, nine web scenarios were designed and implemented, to which participants reacted by completing a survey. This study involved 195 Spanish adolescents (48.9% girls; 51.1% boys) aged 12-18 years ($M = 14.11$; $SD = 1.48$). Considering the types of cyberaggression identified, three scenarios showed insults towards the victim, three focused on social exclusion, and three addressed identity theft. Regarding bystander responses on each social network, the results highlighted those adolescents tended to be defenders when witnessing a situation of social exclusion on TikTok, neutral in impersonation on Instagram, and reinforcers reacting to insults on WhatsApp. Among the factors explaining this variability, friendship with the victim was associated with a more defensive response, whereas lower perceived severity of the incident was associated with a neutral and reinforcing response. Results varied according to gender. Results highlight the value of web-based experiments in understanding adolescents' online behavior and emphasize the need to consider the context to understand bystanders' responses to cyberbullying, a key aspect of prevention.

BIG TALKS FOR LITTLE PEOPLE: A PILOT STUDY OF AN AUSTRALIAN CLASSROOM BASED DIGITAL MENTAL HEALTH PROGRAM

Phillip Slee, Shane Pill, Deb Agnew

College of Education, Psychology and Social Work. Flinders university, South Australia

Schools are important settings for the promotion, implementation, and education of mental health and wellbeing. Mental health issues have been recognised as the most pressing problem for children in developed countries (Williams & Bruckmayer, 2020). In Australia, the site of this study, approximately half of children's diagnosed mental health issues onset before 14 years of age (Australian Government, 2019). Mental health concerns are common amongst primary school aged children and left to persist, can progress to long term problems with anxiety, depression, hyperactivity and aggression, reduced capacity to engage with schooling and issues with forming and maintaining positive peer relationships including susceptibility to bullying. The present study piloted and evaluated a classroom based mental health and wellbeing program for use in primary schools. A mixed method quasi- hybrid design methodology was utilised. An online survey was completed by students from 5 schools pre-test (n=173) and 3 schools matched post-test (n=68) with semi-structured interviews with teachers (n=4) and a focus group of students (n = 18) conducted at the completion of the program. Student questionnaire data was gathered including the use of three standardised and internationally used measures of wellbeing. Students at post-test self-reported significant improvements in positive emotional state ($p<.05$, moderate effect size), recognising ($p<.001$, large effect size) and expressing emotions ($p<.001$, moderate effect size) and reductions in anxiety ($p<.001$, moderate effect size). Importantly the students at post-test reported a 25% reduction in bullying. The findings suggest the program was effective in relation to promoting aspects of student wellbeing, emotional development and in reducing elements of anxiety and bullying. Shortcomings in the design including a lack of a control group must lead to caution in interpreting the outcomes.

MODERN FAMILIES: OVERPARENTING AND ITS LINKAGES TO ADOLESCENT AND PARENTAL FUNCTIONING

Chair(s): **Savannah Boele** (Erasmus University Rotterdam, The Netherlands)

This symposium brings together research examining how overparenting (e.g., overprotection, unnecessary worry) is related to both parents and children. The four presentations combine diverse methodological approaches - from cross-sectional to longitudinal studies to a randomized controlled trial -, offering diverse insights into how practices of (over)parenting are related to parental and adolescent functioning.

The first presentation investigates potential drivers of overparenting. This preregistered study has found a mediating role of maternal guilt in the association between work-family conflict and intensive parenting practices (e.g., maternal proactivity/protection and prioritizing the child), presenting insights into why parents might engage in overparenting.

The second presentation reports on an innovative preregistered randomized controlled trial examining the effectiveness of tailored parenting advice. This 100-day diary study compares the impact of personalized versus general parenting advice on parenting and adolescent well-being, with particular attention to need-supportive parenting practices (e.g., autonomy support).

The third presentation explores the association between overprotective parenting and adolescents' autonomy development. Through analysis of both parent and adolescent reported data, this research distinguishes between responsive and demanding features of overprotective parenting and examined how these characteristics are related to adolescent's decision-making and coping abilities.

The final presentation examines the short-term moment-to-moment interactions between adolescent affect and adolescent-perceived overparenting. The findings of this intensive longitudinal preregistered study suggest that adolescents' negative emotions drive everyday overparenting behaviors rather than the reverse.

POLISH MOTHERS NAVIGATING WORK AND FAMILY LIFE: MATERNAL GUILT AS A MEDIATOR BETWEEN INTENSIVE PARENTING AND WORK-FAMILY CONFLICT

Marta Żegleń, Katarzyna Lubiewska

University of Warsaw

Nowadays parents and the media increasingly hear about intensive parenting (IP), which involves parents spending a great deal of time, energy, and emotional labor on raising their children. Its use may be detrimental, but parents are still motivated to follow the trend. However, the mechanisms driving mothers to be intensive have not been thoroughly investigated.

The current study aims to identify drivers of mothers' IP by investigating links between internal (maternal guilt) and external (work-family imbalance) factors and IP use. The work-family imbalance hypothesis (pre-registered study; <https://osf.io/rg6f5>) posited that maternal guilt about parenting would mediate associations between work-family conflict and intensive parenting use.

Two samples of Polish mothers with children aged 6 to 12 years old participated in the study (total $n = 606$) by completing a set of scales including the novel Intensive Parenting Behaviors (IBP) scale (Lubiewska et al., in prep), the Guilt about Parenting scale (GAPS; Haslam et al., 2020), and the work-family conflict subscale (Netemeyer et al., 1996).

Results, thus far, reveal that maternal guilt significantly mediated associations between work-family conflict and several subscales in the IBP scale theoretically relevant to hyperactivated caregiving. The hyperactivating caregiving subscales include, among others, maternal proactivity/protection and prioritizing the child.

This study begins to untangle the intensive parenting construct's links to maternal guilt and work-family imbalance. Results emphasize the need for future research that accounts for maternal characteristics in parenting, the sociocultural context, and the importance of studying maternal ill-being in regards to parenting.

PARADOX-PROJECT: CAN PARENTING ADVICE STRENGTHEN FAMILY FUNCTIONING AND ADOLESCENT WELL-BEING? A RANDOMIZED CONTROLLED TRIAL (RCT)

**Rick van Logchem, Crystal Smith, Anne Bülow,
Savannah Boele, Loes Keijsers**

Erasmus University Rotterdam

Parenting plays a key role in adolescent well-being, but how parenting promotes wellbeing is likely different for each family. The current study examined the effectiveness of tailored parenting advice on improving parenting and adolescent well-being.

A 100-day diary RCT study was conducted with three subgroups of parents and one of their adolescents (12-17 years, 53.3% female). The control group ($N = 321$ parents) received no parenting advice. After 50 days, parents in the general experimental group ($N = 107$) received a report on general parenting dynamics of an “average” family and parenting tips. The personalized experimental group ($N = 110$) received a tailored report displaying their self-reported parenting and were given a choice between multiple parenting tips each time they received a tip. Parents in both experimental groups received self-determination-based parenting tips three days a week for six weeks (18 in total). All adolescents and parents reported daily on perceived need-supportive parenting (warmth, autonomy support, structure) and adolescent well-being (positive/negative affect).

Data collection (https://osf.io/zfcmd/?view_only=d33029036c154278910d030b76c30281) will conclude in April 2025, followed by preregistered analyses. On average thus far, adolescents completed 57.9% and parents 69.9% of diaries. Comparing the three groups with ANCOVA statistics will lead to initial results on whether brief parenting tips and a personalized report was successful in strengthening need-supportive parenting and adolescent well-being.

Findings may guide the development of practical parenting advice and assess the feasibility of embedding accessible tips into intensive longitudinal studies.

PARENT-REPORTED AND YOUTH'S PERCEIVED OVERPROTECTIVE PARENTING FEATURES: ASSOCIATIONS WITH DECISION-MAKING AND COPING SELF-EFFICACY AS MARKERS OF YOUTH'S AUTONOMY

Melanie Zimmer-Gembeck, Katherine M. Ryan, Tanya Hawes

Griffith University

Parents' feelings of responsibility can lead to what has been called intensive, overprotective, controlling, or helicopter parenting (OP; Dinsmore & Pugh, 2021), which can undermine youth's optimal development of autonomy during adolescence (Soenens et al., 2019; Yap et al., 2014; Van Petegem et al., 2022). Building on our past research finding that there are both responsive and demanding features of OP (Ryan et al., 2024), we investigated whether these two features are filtered through youth's perceptions of their received OP to explain their autonomous functioning. Australian parent-youth (16-19 years) dyads ($N = 385$) completed surveys containing multiple measures of OP (Chevrier et al., 2023; Jiao & Segrin, 2022; Odenweller et al., 2014) and positive parenting behaviors (e.g., acceptance). To measure autonomous functioning, youth reported their typical decision-making practices (DM; rational, dependent, avoidant, and spontaneous) and coping self-efficacy. We controlled for youth's general psychological distress. Parent and youth reports of demanding and responsive OP were correlated, $r = .31$ and $.23$ respectively, both $p < .001$. In a path model controlling for youth's psychological adjustment, parent-reported positive parenting ($b = .16$, $p < .01$) and support for self-direction ($b = -.25$, $p < .001$) were positively and negatively associated, respectively, with youth's perception of responsive OP, whereas parental advice ($b = -.19$, $p < .01$) and self-direction ($b = -.15$, $p < .01$) were negatively associated with youth's perception of demanding OP. Almost all associations of parent-reported parenting with youth's autonomous functioning were indirect via youth's perceptions of parenting, with the most widespread associations involving positive parenting behaviors rather than OP. Yet, there were indirect associations of responsive OP with youth's dependent DM and of parents' support for self-direction with youth's less dependent and avoidant DM. Youth higher in distress reported more negative parenting and less autonomy across all measures.

MOMENTS OF OVERPARENTING TRIGGERED BY ADOLESCENTS' NEGATIVE AFFECT

Savannah Boele¹, Anne Bülow¹, Jolene van der Kaap-Deeder²,
Wendy Rote³, Loes Keijsers¹

¹Erasmus University Rotterdam, ²Norwegian University of Science and Technology, ³University of South Florida

The popular media commonly suggest that overparenting - characterized by behaviors such as interference, excessive worry, and unnecessary help - leads to anxious generations of youth. However, scientific evidence supporting this claim remains limited, as most research has focused on cross-sectional, stable between-family associations. This study takes a dynamic within-family approach to explore the real-time effects of perceived overparenting on adolescents' affective well-being. We also test the alternative hypothesis that overparenting behaviors may be elicited by adolescents' negative feelings.

For 7 days, 143 adolescents ($M_{age}=15.8$, range=11-18, 64% girls, 92% Dutch or Belgian) reported 5-6 semi-random times per day on perceived overparenting (interference, excessive worry, unnecessary help; $\omega_{within} = .67$) and their positive (happy, joyful; $r_{within} = .67$) and negative affect (angry, scared, sad; $\omega_{within} = .71$). Items were rated on a Visual Analogue Scale (0(not at all) to 100 (very much)). We obtained 1,390 observations on perceived overparenting of primary caregiver (82% mother) and adolescent affect.

Both perceived overparenting and adolescents' affect fluctuated from moment to moment within families (i.e., 3 hours later; ICCs=36-61). Preregistered Dynamic Structural Equation Modeling (DSEM) analyses revealed that parents engaged in more overparenting during moments their adolescent felt worse. Limited evidence was found that overparenting impacted adolescents' affect, with the exception of the exploratory finding that adolescents felt more scared after the parent provided 'unneeded help'. Stronger evidence was found for the alternative hypothesis that adolescent negative affect was followed by more overparenting.

Our findings indicate that everyday moments of overparenting are typically experienced negatively by adolescents, with their negative emotions eliciting overparenting. While much of the literature focuses on the negative consequences of overparenting, this study suggests that it may not affect adolescents' everyday emotions. However, exploratory findings hint that specifically "unneeded help" may trigger feelings of anxiety in adolescents.

THE FACES OF ONLINE HATE SPEECH: WHO IS EXPOSED, WHO STANDS UP, AND WHO PAYS THE PRICE?

Chair(s): **Benedetta Emanuela Palladino** (University of Florence)

Online Hate Speech (OHS) is a growing concern in digital environments, particularly for its impact on youth, who are both exposed to and active participants in online interactions: adolescents themselves play a crucial role in shaping the digital landscape. The symposium aims to examine OHS from multiple perspectives, looking at the different role people can have when exposed, and focusing on the impact on youth and on the psychological processes that promote defending interventions.

Specifically, two studies explore bystander behavior and the factors influencing adolescents' decisions to act when exposed. The first (Jiménez-Díaz et al.), relying on a large sample of adolescents, analyzes the variables linked to defensive behaviors, comparing different theoretical models (The Theory of Normative Social Behavior, The Social Learning Theory and the Theory of Planned Behavior). The second (Di Brango et al.) investigates the role of specific predictors of defending interventions, particularly empathy, self-efficacy, and meaning in life. Together, these two studies provide complementary insights into fostering positive proactive online behaviors. The second and third studies share a methodological focus on longitudinal intensive designs, enabling a dynamic understanding of adolescents' online experiences. The third study (Verbena et al.), specifically, examines the emotional impact of OHS on adolescents with migrant background in comparison to peers from majority groups (i.e., not targeted by the content of the OHS), analyzing intra-individual fluctuations in emotional responses to highlight the mental health consequences of OHS for vulnerable youth.

Collectively, these three contributions offer a nuanced understanding of OHS among adolescents, integrating diverse theoretical and methodological perspectives. They provide valuable insights for research and practice, informing policies and interventions that promote safer digital spaces, encourage prosocial online behavior, and empower young people.

HOW DO ADOLESCENTS BEHAVE IN THE FACE OF CYBERHATE? IMPLICATION ROLES, BYSTANDER RESPONSES, AND INSIGHTS FOR PROMOTING DEFENSIVE BEHAVIORS

**Olga Jiménez-Díaz, Daniela Villa-Henao, Rosario Del Rey,
Joaquín A. Mora-Merchan**

Universidad de Sevilla

A comprehensive understanding of cyberhate among adolescents is still necessary. Most studies have focused on those who send and receive hate messages, but less attention received bystanders, especially those who intentionally seek out this type of content (i.e., “intentional bystanders”). Bystanders, passive, defenders and pro-aggressors, play a key role in shaping the phenomenon, especially defenders as they try to mitigate cyberhate and foster safer digital environments. Analyzing the variables linked to defensive behaviours based on different theoretical models can help to understand the cyberhate dynamics. The Theory of Normative Social Behavior (TNSB; social norms), Social Learning Theory (SLT; social norms, self-efficacy, prior experiences, and motivators like the need for online popularity), and Theory of Planned Behavior (TPB; attitudes, perceived control, subjective norms, and help intention) provide us with significant frameworks to uncover key factors of defending behaviours. This study aims to 1) know the prevalence of adolescents who send, receive, see and search for cyberhate and their responses as bystanders; 2) analyze the defensive response through TNSB, SLT and TPB. The study involved 2,539 Spanish adolescents (49.1% boys, 49.2% girls, 1.7% others) aged 11-18 years ($M = 14.07$, $SD = 1.39$). Results showed that adolescents are most frequently involved in seeing cyberhate, followed by receiving, searching, and sending it. As bystanders, they predominantly engage in defensive responses vs passive and reinforcing behaviours. Structural equation models revealed all three theoretical frameworks significantly explained defending behaviours, with SLT explaining the highest variance ($R^2 = .508$). Although each theory provides specific knowledge of defending behaviour, showing its complexity, general results highlighted the importance of social norms and the role of gender, with girls showing higher defending tendencies. Findings provide essential insights into how adolescents are involved and interact with cyberhate, giving evidence to support future programs to prevent it and promote defending behaviours.

PSYCHOLOGICAL FACTORS INFLUENCING ADOLESCENTS' WILLINGNESS TO COUNTERACT ONLINE HATE SPEECH: THE ROLE OF EMPATHY, SELF-EFFICACY, AND MEANING IN LIFE

Noemi Di Brango¹, Giuseppe Corbelli¹, Alessia Teresa Virzi¹, Camila Contreras¹, Serena Verbena², Yuanhang Fu¹, Michela Mariotto³, Salvatore Ioverno³, Benedetta Emanuela Palladino², Antonio Zuffianò¹

¹University of Rome "La Sapienza", ²University of Florence, ³University of Rome "Roma Tre"

Adolescence is a critical developmental stage characterized by increased vulnerability to online hate speech (OHS), which refers to hostile expressions targeting specific minority group characteristics (i.e., ethnicity, religion, gender, and sexual orientation) in digital spaces. However, research on the psychological factors motivating adolescents to intervene against OHS remains limited. This study aims to explore how empathy, self-efficacy in addressing OHS and meaning in life predict adolescents' willingness to counteract OHS in everyday life.

Empathy, defined as the ability to understand and share others' feelings (Eisenberg, 2005), increases concern for those targeted by hate speech (Wachs et al., 2022). Self-efficacy in confronting OHS refers to an individual's confidence in their ability to tackle hate content, such as by posting counter-comments or reporting it. Individuals with higher self-efficacy are more likely to engage in counterspeech (Krieger et al., 2018). Additionally, research highlights the significance of meaning in life, understood as the way individuals make sense of their existence and perceive a purpose or mission (Steger, 2009). A strong sense of meaning in life has been linked to contributing to collective well-being by fulfilling basic psychological needs (Martela et al., 2018) and promoting prosocial behaviors as counteracting OHS.

This study uses an intensive longitudinal design to examine the independent and interactive contribution of these factors to active behaviors among OHS bystanders. We will collect 28-day daily diaries from a sample of adolescents (9th and 10th grade) from different Italian regions, measuring the above variables and monitoring behaviors such as reporting hate content, engaging in counter-discourse, and promoting respectful online interactions. By analyzing these behaviors over time, the study will offer valuable insights into the factors that drive online defensive actions in adolescents' daily lives, helping to shape future educational interventions for safer digital spaces.

ONLINE HATE SPEECH AND ADOLESCENTS' WELL-BEING: UNRAVELING ITS DAILY IMPACT ON YOUTH WITH MIGRANT BACKGROUND

**Serena Verbena¹, Giuseppe Corbelli², Noemi Di Brango², Michela Mariotto³,
Salvatore Ioverno³, Antonio Zuffianò², Benedetta Emanuela Palladino¹**

¹University of Florence, ²University of Rome "La Sapienza", ³University of Rome "Roma Tre"

Online Hate Speech (OHS) is associated with depressive symptoms and other negative outcomes (Wachs et al., 2022). However, longitudinal studies on its impact during adolescence remain limited, and little is known about the daily processes linking OHS exposure to adolescents' emotional experiences. Among vulnerable groups, individuals with a migrant background often face additional challenges both online and offline, yet research on the psychological impact of OHS in these populations is scarce. A forthcoming systematic review (Marras et al., in preparation) highlights the prevalence of depression, anxiety, and emotional distress among targets of OHS, but methodological limitations—such as the lack of longitudinal designs—hinder a deeper understanding of processes involved.

This study examines the daily impact of OHS on positive and negative emotions and well-being among students with a migrant background, compared to their majority-group peers. It also explores the moderating roles of ethnic identity and social support in shaping the impact of these experiences. By leveraging Intensive Longitudinal Data (Bolger & Laurenceau, 2013), this study provides ecologically valid insights into how OHS exposure affects adolescents' emotions and well-being in everyday life

As part of a multicentric project, the study involves 84 high school classes (9th–10th grade) across Italy, with data collection taking place between January and March 2025. Students will complete two survey waves and an in between 27-day daily diary to track OHS exposure, emotional responses (PANAS), loneliness, behavioral difficulties (SDQ), ethnic identity (MEIM-R), and social support. Dynamic Structural Equation Modeling (DSEM; Hamaker et al., 2018) will be used to analyze intra-individual fluctuations, focusing on first- and second-generation immigrant students (≈10% of participants) and comparing findings with the majority group.

EXPLORING EMERGING ADULTHOOD: NAVIGATING CHALLENGES, RELATIONSHIPS, AND DEVELOPMENT

Chair(s): **Spyridon Tantaros** (National & Kapodistrian University of Athens, Greece)

Discussant(s): **Marcel Van Aken** (Utrecht University, Netherlands)

Emerging adulthood is a critical developmental stage marked by identity exploration, life transitions, and self-definition. This symposium examines key aspects of this period, offering insights into prosocial behavior, developmental crises, intergenerational self-esteem, and responses to global challenges. All the studies are linked by their focus on the developmental experiences and challenges of emerging adulthood, particularly how young adults navigate personal, social, and environmental influences during this life stage. The first study explores prosocial behavior in emerging adults, analyzing the influence of childhood familial relationships. It identifies profiles of moral engagement and supportive family dynamics, highlighting gender differences and the roles of altruistic and public behaviors in moral development. The second study investigates early adult developmental crises—intense transitional episodes involving uncertainty in relationships, careers, and finances. Drawing from data across eight countries, it examines external (e.g., financial difficulties) and internal (e.g., fear, self-doubt) factors, emphasizing cross-cultural patterns of growth and resilience. The third study examines the intergenerational transmission of self-esteem, focusing on the impact of maternal parenting styles. Findings suggest that offspring perceptions of maternal parenting shape self-esteem more than mothers' self-reports, offering insights into family influences on self-concept. Finally, the fourth study addresses climate anxiety, exploring its relationship with emotional intelligence and optimism. Results indicate that emotional intelligence reduces climate anxiety, with optimism acting as a mediator. These findings highlight ways for emerging adults to build resilience amid global stressors. By integrating diverse perspectives on prosocial development, crisis navigation, intergenerational influences, and climate-related stress, this symposium deepens our understanding of emerging adulthood and its complexities, offering valuable implications for support and intervention.

THE CONSCIENCE BACKGROUND OF PROSOCIAL BEHAVIOUR IN EMERGING ADULTHOOD: THE ROLE OF FAMILY RELATIONSHIPS

**Elisavet Chrysochoou, Georgia Dedou, Vasiliki Sitzouki,
Irin-Chrysovalantou Papadopoulou, Nantia Chokia,
Panagiota Patriki, Maria Strataki**

Aristotle University of Thessaloniki, Greece

The present study examines the conscience background of prosocial behaviour in emerging adult men and women, in relation to perceived relationships with parents and siblings in the present and during childhood/adolescence. A total of 790 18- to 25-year-olds were administered the TOSCA-A, AMES, MSR, PROM-R, PTM, PBI, PCS-YSR and LSRS measures. Cluster analysis of the data on the cognitive, affective and value components of conscience revealed two profiles: (a) a *more mature and higher moral engagement* profile, characterized by greater internalization of moral values, more mature prosocial moral reasoning, higher tendencies to experience moral emotions (shame, guilt), empathy (cognitive, affective), and sympathy, and lower moral disengagement, and (b) a *less mature and lower moral engagement* profile with the opposite characteristics. A second cluster analysis revealed two profiles of perceived relationships in the family context: (a) a profile of *more supportive relationships*, characterised by more caring and less overprotective or psychologically controlling parenting, and more positive representations of sibling relationships in the present and in childhood (at cognitive, emotional, behavioural levels), and (b) a profile of *less supportive family relationships* with the opposite characteristics. According to the subsequent analyses of variance, participants with the *more mature and higher moral engagement* profile showed a higher tendency to manifest anonymous and emotional-dire prosocial behaviour and a lower tendency to exhibit public prosocial behaviour. Furthermore, participants with representations of *more supportive family relationships* showed a higher tendency towards altruistic behaviour and a lower tendency towards public prosocial behaviour. Finally, the tendency to manifest altruistic behaviour was higher in participants with a *more mature and higher moral engagement* profile, but lower in men compared to women with less dynamic conscience development. Discussion of the findings highlights the value of adopting a holistic, contextual perspective when examining the conscience background of prosocial behaviour.

A MIXED-METHODS ANALYSIS OF DEVELOPMENTAL CRISIS EPISODES IN EARLY ADULTHOOD: COMPARING DATA FROM EIGHT COUNTRIES

Oliver Robinson¹, Nikolay Petrov², Georgios Vleioras³, Figen Çok⁴, Kübra Özdoğan⁴, Zehra Yeler⁵, Kübra Berber⁶, Katarina Millova⁷, Saba Sajjad⁸, Luciana Dutra-Thomé⁹, Maria Nugraheni Mardi Rahayu¹⁰, Afinnisa Rasyida¹¹, Nindya Putri Aprodita¹², Shefali Mishra¹³, Payal Sharma¹³, Akancha Srivastava¹⁴, Irini Dermitzaki³, Anastasia Spyrou³, Emmanouela Mante³, Ume Laila¹⁵, Amy Fisher¹⁶

¹University of Greenwich, UK, ²University of Cambridge, UK, ³University of Thessaly, Greece, ⁴Başkent University, Turkey, ⁵TED University, Turkey, ⁶Ankara University, Turkey, ⁷University of Ostrava, Czechia, ⁸International Institute of Science Arts and Technology, Pakistan, ⁹Universidade Federal da Bahia, Brazil, ¹⁰Satya Wacana Christian University, Indonesia, ¹¹University of Surabaya, Indonesia, ¹²Bunda Mulia University, Indonesia, ¹³CHRIST (Deemed to be University), Delhi NCR, India, ¹⁴O.P. Jindal Global University, India, ¹⁵GIFT University, Pakistan, ¹⁶South London and Maudsley NHS Foundation Trust, UK

Early adult developmental crisis episodes are emotionally volatile times of transition that occur during or shortly after the phase of emerging adulthood. Such episodes tend to revolve around a struggle with purpose and goals in relationships, career and finance, and an accompanying sense of uncertainty, confusion and transition. Although they amplify negative emotions, they also yield the opportunity for subsequent growth, development of personal strength, resilience and a more authentic sense of self. Prior research on this phenomenon has mainly focused on data gathered within a specific country. The current study gained prevalence data via a brief self-report assessment and we also conducted a qualitative analysis of brief written descriptions of early adult developmental crisis episodes in 18 to 29-year olds from eight countries: UK, Greece, Czechia, Turkey, India, Pakistan, Indonesia and Brazil. In total, 2247 individuals participated (58.2% females). Crisis prevalence rates ranged from 40% to 77% per country. Thematic analysis of textual descriptions of crisis elicited external and internal crisis features. With regards to external features, the most prevalent were career transition, financial difficulties, studying-based stress and struggle, and family difficulties. With regards to internal features, the most prevalent were fear/anxiety/worry, negative self-evaluations, feeling sad/down, and feelings of confusion/uncertainty. The findings align with existing research on early adult crisis, pointing to both cross-cultural similarities and differences. We discuss the implications of our findings for the provision of support for young adults who may be going through crisis episodes.

INTERGENERATIONAL DYNAMICS OF SELF-ESTEEM IN EMERGING ADULTHOOD: EXPLORING THE ROLE OF PARENTING

Eirini-Spyridoula Mastellou, Spyridon Tantaros

National & Kapodistrian University of Athens, Greece

Global self-esteem is a central construct in developmental psychology; it is related to various life domains and remains a key focus of research due to its meaningful implications. Despite the existing literature on this topic, there is limited research on its intergenerational dynamics, highlighting the need for further study. This ongoing study examines the intergenerational transmission of self-esteem, focusing on the relationship between mothers' self-esteem and that of their offspring during emerging adulthood, a life stage marked by significant transitions. It further examines the possible mediating role of parenting, as reported by both mothers and offspring, in shaping this relationship. One hundred fifty dyads of mothers and their emerging adult offspring have reported their global self-esteem using the "Rosenberg Self-Esteem Scale", while maternal parenting—including warmth, rejection, overprotection, anxious rearing, and pedestal—was assessed through the "Parental Behavior Questionnaire". Individual differences in self-esteem according to demographic factors, such as age, were also explored, within the Greek context, where relevant research remains limited. Data collection is still in progress. Based on prior research in adolescence (Mastellou & Tantaros, 2022), it is expected that offspring's perceptions of parenting, rather than mothers' reports, will mediate the transmission of self-esteem, although, in emerging adulthood, the direction of this relationship in the context of self-esteem transmission is under investigation in this study. By examining these dynamics, this research aims to contribute to understanding the intergenerational transmission of self-esteem and provide valuable insights for designing interventions to support emerging adults and their families.

THE MEDIATING ROLE OF OPTIMISM IN THE RELATIONSHIP BETWEEN YOUNG ADULTS' EMOTIONAL INTELLIGENCE AND CLIMATE ANXIETY

Alexandra Philotheou, Panayiotis Stavrinides

University of Cyprus, Cyprus

Climate change significantly affects mental health in various ways from mild stress to clinical disorders. Climate anxiety is known as a fear due to the anticipated impacts of climate change. Research indicates that younger people are more prone to climate anxiety because of their vulnerability and concern about the future while emotional intelligence and optimism may also play a significant positive role in shaping a person's response to climate change. This study aims to investigate the relationship between climate anxiety and emotional intelligence and how optimism influences this relationship. A total of 203 young adults completed an online set of questionnaires: the Emotional Intelligence Scale (EIS-33), the Climate Change Anxiety Scale (CCAS-22) and the Personal Optimism and Self-Efficacy Optimism Scale (POSO-E). Preliminary analysis showed that while emotional intelligence predicts lower levels of climate anxiety, this relationship is mediated by optimism. Findings of our study are discussed in relation to the theoretical understanding of how climate anxiety is formed and the practical implications these results may carry.

FROM THE WOMB TO EMERGING ADULTHOOD: UNDERSTANDING THE IMPACTS OF CLIMATE CHANGE AND ENVIRONMENTAL EXPOSURE ON DEVELOPMENT AND WELL-BEING

Chair(s): **Cansel Karakas Ozden** (Interdisciplinary Social Science, Utrecht University, The Netherlands)

Climate change and environmental factors play a crucial role in shaping human development from the earliest stages of life, influencing physical health, emotional states, and mental well-being. This symposium includes four presentations that explore the effects of climate change and environmental exposures from the prenatal period through emerging adulthood from different geographic contexts. These studies provide insights into emotional, psychological, and biological responses to climate change across various developmental stages and cultural contexts.

The first presentation explores the epigenetic signatures of early-life exposure to pollution and greenness, using data from a large cohort of mother-infant dyads to understand the effects of environmental stressors in the first thousand days of life. The second presentation examines the mental health impacts of climate change on Turkana adolescents in Northern Kenya, a pastoralist community severely affected by climate change, linking their psychological well-being to their responses to environmental stressors. The third presentation presents lived experiences from a qualitative study with adolescents in Madagascar and Pakistan – both of which are highly climate-vulnerable – to explore potential pathways through which climate change influences adolescent development and mental health. The fourth presentation offers a systematic review of emotions related to climate change among young people. It synthesizes evidence on the specific emotions being studied in the literature, the methods used to measure these emotions, and the links between these emotions, mental health, and pro-environmental behaviors in young people.

By integrating findings across various developmental stages and geographic and resource contexts, this symposium seeks to provide developmental researchers with a comprehensive understanding of how climate change and environmental exposures shape developmental outcomes, mental health, and behaviors from the prenatal period to emerging adulthood.

ENVIRONMENTAL CONTRIBUTIONS TO DEVELOPMENTAL EPIGENOME: POLLUTANTS AND GREENNESS EXPOSURES DURING THE FIRST THOUSAND DAYS

Sarah Nazzari¹, Enrico Pisoni², Grazia Zulian³, Giacomo Cremaschi¹, Silvia D'Alfonso¹, Camilla De Santis¹, Elise L. M. Torterolo¹, Roberto Bergamaschi⁴, Livio Provenzi¹

¹University of Pavia, Italy, ²European Commission, Joint Research Centre (JRC), Ispra, Italy, ³Institute of Physical Geography and Landscape Ecology, Leibnitz University Hannover, Germany, ⁴IRCCS Mondino Foundation, Pavia, Italy

Introduction. Prenatal exposure to maternal stress and air pollution, such as particulate matter (PM_{2.5}), has been linked to developmental outcomes in infancy and beyond, potentially through DNA methylation of stress-related genes like SLC6A4. In contrast, exposure to greenness—green space availability near the home—may provide protective effects. However, their combined impact and critical periods of susceptibility remain unclear.

Aims. This ongoing study examines the independent and interactive effects of maternal pandemic-related stress (PRS), PM_{2.5} exposure, and greenness on newborn SLC6A4 DNA methylation, identifying potential sensitive gestational windows.

Methods. Mother–infant dyads (N= 307) were enrolled at delivery during the COVID-19 pandemic. Newborn buccal cell samples were analyzed for SLC6A4 DNA methylation at 13 CpG sites. Maternal PRS was retrospectively reported. PM_{2.5} exposure throughout gestation and at each trimester was derived from the Copernicus Atmospheric Monitoring Service. Analyses of prenatal exposure to green spaces in a subsample of dyads (N=110) are currently ongoing using high-resolution map data. Hierarchical regression models tested for the independent and combined effects of these exposures on infant SLC6A4 methylation, adjusting for infant's sex.

Findings. Higher PRS and PM_{2.5} exposure were associated with increased SLC6A4 DNA methylation at six CpG sites, with the strongest effects observed for second-trimester PM_{2.5} exposure. Preliminary analyses suggest that greater greenness exposure is linked to lower SLC6A4 DNA methylation, suggesting a protective effect. Data on the complete greenness dataset is currently being processed and will be presented.

Discussion. These findings highlight the second trimester as a critical period for environmental influences on fetal epigenetic regulation. While PM_{2.5} and stress were associated with increased DNA methylation, ongoing analyses will further elucidate whether greenness buffers against these adverse effects. Understanding these interactions has important implications for maternal-infant health, emphasizing the need for policies promoting clean air and access to green spaces since pregnancy.

VOICES FROM NORTHERN KENYA TURKANA ADOLESCENTS EXPERIENCING CLIMATE CHANGE-TRIGGERED MENTAL DISTRESS

Pamela Akingi Wadende¹, Tholene Sodi²

¹Kisii University, Kenya, ²University of Limpopo, South Africa

Background: Mental illness accounts for high levels of morbidity, mortality, and poor quality of life among young people. Depression, anxiety, conduct and hyperactive disorders account for 13% of the Global burden of disease. 1 in every 7 adolescents are affected worldwide. In Kenya, not much is documented of the mental health of non-school going adolescents, yet they make up about 1.8 million of the country's population. The Turkana of Northern Kenya are largely pastoralists currently negatively impacted by climate change that presents in prolonged drought and diminishing pasture lands. The stress experienced by the herder youth when livestock is lost causes mental distress that commonly manifests in depression and anxiety.

Method: An ethnographic study by Focus Group Discussions with 32 rural Northern Kenya Turkana based adolescents divided into school and non-school groups. Adolescent were asked to identify symptoms of Depression, Schizophrenia or anxiety. The investigators explored their knowledge of, causes and management options for the same conditions then analyzed data thematically. Investigators sought to know if the adolescents related any of these symptoms to the distress experienced from trying to keep their pastoralist lifestyle in the face of upheavals caused by climate change.

Findings: Participants described the conditions without referring to the local names investigators had earlier collected; Depression (Akiyalolong) Schizophrenia (waarit/ Ngike-rep) Anxiety (Ngatameta naaronok). They assigned curses, guilt, hunger pangs, evil spells as causes and believed friends and age-mates, parents, teachers, the local chief among others could help but rarely conventional hospital based medical intervention.

Conclusions: Interventions to improve the adolescent's understanding of mental illness is a much-needed support for the health of young people and especially those whose traditional livelihood is threatened by climate change in LMIC settings.

ADOLESCENT DEVELOPMENT AMID CLIMATE CHANGE: LIVED EXPERIENCES FROM TWO CLIMATE-VULNERABLE REGIONS

**Tooba Nadeem Akhtar¹, Alina Cosma¹, Matylda Sulowska²,
Nambinina Rasolomalala³, Samuel Solomon⁴, Satry Ramaroson⁵,
Isabelle Mareschal⁶, Kristin Hadfield¹**

¹Trinity Centre for Global Health, Trinity College Dublin, Dublin, Ireland; School of Psychology, Trinity College Dublin, Dublin, Ireland, ²School of Psychology, Trinity College Dublin, Dublin, Ireland, ³Centre for Research for Development, Catholic University of Madagascar, Madagascar, ⁴Department of Experimental Psychology, University College London, UK, ⁵CBM Madagascar, Madagascar, ⁶Centre for Brain and Behaviour, Department of Psychology, School of Biological and Behavioural Sciences, Queen Mary University of London, UK

Adolescence is a critical period for development, characterised by increased sensitivity to environmental experiences that influence mental health, wellbeing, and life course outcomes. Climate change is an escalating environmental stressor, with both acute extreme weather events and slow, chronic environmental degradation disrupting developmental trajectories. This qualitative study explores lived experiences of extreme weather and adolescent perceptions on how climate change affects their mental health in two highly climate-vulnerable countries, Madagascar and Pakistan.

Focus groups were conducted with adolescents aged 11–24 (Androy, Madagascar: n=48, 11 groups; Sindh, Pakistan: n=33, 4 groups) between March and August 2024. The topic guide included open-ended questions about how climate changes and extreme/unpredictable weather affect mood, functioning, and coping strategies. Discussions were recorded, transcribed, translated to English, and analysed using the thematic analysis framework developed by Braun and Clarke.

We identified three core themes: loss of resources, uncertainty about the future, and disruptions to coping mechanisms. Relative to high-income countries where climate change may be a distant concern, in Madagascar and Pakistan, climate change was perceived as a direct and urgent disruption to developmental tasks and lives. Potential mechanisms through which the experience of climate change might impact their mental health varied: in Madagascar, the reported impacts were often tied to resource scarcity, while in Pakistan, there was chronic distress around financial insecurity. Adolescents connected extreme weather and climate change to poor mental health both directly and indirectly, but the nature of these connections reflect context-specific socio-economic and environmental realities.

Our findings highlight some challenges adolescents face in climate-vulnerable, under-resourced settings, including food and financial insecurity and disrupted education and access to recreation. These suggest pathways through which climate change impacts adolescent mental health. However, more research is needed to investigate and validate these mechanisms to inform interventions that address adolescent development and wellbeing.

CLIMATE EMOTIONS IN YOUNG PEOPLE: A SYSTEMATIC REVIEW ON THE PREVALENCE, DEVELOPMENT, AND LINKS TO MENTAL HEALTH AND PRO-ENVIRONMENTAL BEHAVIORS

Cansel Karakas Ozden¹, Andrik Becht², Anouk Smeekes¹, Saira Wahid², Susan Branje², Catrin Finkenauer¹

¹Interdisciplinary Social Science, Utrecht University, The Netherlands, ²Youth & Family, Utrecht University, The Netherlands

As the climate crisis intensifies, understanding its psychological impact on younger generations is crucial. Climate change not only impacts young people directly in vulnerable geographic regions facing extreme weather events but also indirectly through socio-economic challenges arising from climate change. Additionally, many young people experience emotional and psychological (vicarious) effects due to increased awareness and knowledge of the climate crisis. Research indicates that young people worldwide can experience a variety of both positive and negative emotions regarding climate change. These emotional responses might impact their mental health as well as motivation for climate-friendly actions. Although research on the emotional responses to climate change is growing, there is still limited understanding of the range of emotions young people experience, their development over time, and their links to pro-environmental behaviors and mental health.

This preregistered systematic review aims to address these gaps by achieving three objectives: 1) identifying the climate emotions of young people studied in the literature, the methods used to measure them, and their reported levels or prevalence; 2) exploring how changes in these emotions have been studied across age groups, time periods, or cohorts, and the trends observed; and 3) uncovering the aspects of mental health and pro-environmental behaviors studied in relation to climate emotions and the identified associations between them. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, searches were conducted in four databases (Web of Science, Scopus, PubMed, and PsycINFO) for relevant studies published up to January 1, 2025. The findings will not only map current knowledge and provide directions for future research but also guide interventions aimed at supporting young people's mental health and promoting pro-environmental behaviors in the face of climate change.

YOUNG ENVIRONMENTALISTS: WHO ARE THEY, AND HOW DO THEY DEVELOP?

Chair(s): **Stathis Grapsas** (Utrecht University, The Netherlands)

Discussant(s): **Maya Benish-Weisman** (The Hebrew University of Jerusalem)

Global warming is increasing at an alarming rate, disproportionally affecting the present and future life and mental health of today's youth. This pressing issue poses developmental scientists with the responsibility and challenge to understand the origins, development, and correlates of youth's pro-environmental engagement, so as to foster youth positive development amid the climate crisis. Adhering to this call, the present symposium brings together three presentations of research on youth pro-environmental engagement. The first presentation focuses on the development and validation of a new measure of environmental identity with Dutch adolescents and young adults, the ECO-SELF Questionnaire. Demonstrating its utility, the questionnaire captures three dimensions (Self-identity Exploration, Eco-self Centrality, and Climate Action Social Identity) and is associated with other identity measures, climate distress, and pro-environmental behavior. The second presentation focuses on the findings from an ongoing 3-year, 9-wave longitudinal study with Lithuanian adolescents that tracks changes in moral obligation to conserve the environment. The researchers aim to identify latent developmental trajectories through Latent Class Growth Analysis, and to examine how waste recycling behavior differs across them. Similarly, the third presentation focuses on the findings from a recently completed 3-year, 4-wave longitudinal study on adolescent pro-environmental engagement with Chinese, Colombian, and Dutch youth. The researchers will also use Latent Class Growth Analysis to examine the presence of subgroups of adolescents with diverse developmental trajectories in pro-environmental behavior. The discussant will synthesize the findings of the three presentations with a discussion focused on how they enrich our understanding of youth psychology, and on what we still need to learn from future work.

BECOMING GREEN: DEVELOPMENT AND VALIDATION OF THE ECO-SELF QUESTIONNAIRE

Annabelle H.T. Christiaens, Jenna Spitzer, Sander Thomaes, Andrik I. Becht
Utrecht University, The Netherlands

Background. In young people's search of who they are and who they want to be, they may define themselves through their interests, values, and goals (i.e., personal identity) and as members of meaningful social groups (i.e., social identity). Parallel to their identity development is the increasing concern regarding the daunting consequences of climate change. With the increasing interest young people show in environmental concerns, these environmental considerations may become a central aspect of who they are. Therefore, the domain of environmentalism may become an increasingly salient identity domain for youth, highlighting the importance of understanding the different processes of forming and maintaining an environmental self-identity during the identity formative phase of adolescence.

Method. In the present pre-registered multi-sample study consisting of Dutch youth (aged 12-25 years old), we tested the psychometric qualities of the newly developed Exploration and Commitments for Sustainable Environmental Lifestyle Formation" questionnaire (ECO-SELF). The scale was developed to assess how adolescents form and maintain their environmental self-identity, to add to existing measures that assess more general environmental self-identity. Understanding how young people develop a sense of environmental self-identity may help to promote environmental self-identity among youth.

Results & conclusion. Exploratory factor analysis in Study 1 reveals a three factor model, capturing the dimensions Self-identity Exploration, Eco-self Centrality, and Climate Action Social Identity. Moreover, the validity of the instrument was supported through meaningful associations with other measures of identity (i.e., self-concept clarity & global environmental self-identity), climate distress (i.e., eco-depression & eco-anxiety), and pro-environmental behavior. These preliminary findings will be extended with confirmatory factor analyses and measurement invariance testing for age and gender in a second, more representative sample. Together, the presentation will demonstrate the psychometric qualities of the ECO-SELF questionnaire to facilitate future research into the processes of environmental self-identity development.

A LONGITUDINAL EXPLORATION OF ADOLESCENTS' MORAL OBLIGATION TO CONSERVE THE ENVIRONMENT AND PRO-ENVIRONMENTAL ACTIONS

Audra Balundė, Goda Kaniušonytė

Mykolas Romeris University

Adolescents' moral obligation to conserve the environment (personal norms) is linked to various pro-environmental actions, such as recycling, cycling to school, and purchasing organic food (Balundė et al., 2020). However, these findings come from cross-sectional studies, limiting our understanding of how these norms evolve over time and whether they can predict future pro-environmental actions. To address this gap, we explore the development of environmental self-identity and its connection to pro-environmental actions (waste recycling). This longitudinal study involves adolescents from a region in Eastern Lithuania, with 211 8th-graders initially participating across middle and high schools. Data collection began in February 2022 and is ongoing, with the 9th wave scheduled for May 2025. Students are assessed three times per school year, approximately 16 weeks apart. Growth Curve Model analysis with latent variables will be used to examine changes in moral obligation to conserve the environment. Latent Class Growth Analysis will identify potential growth trajectories. Finally, we will test whether waste recycling behavior differs across these trajectories and if it can be predicted by prior moral obligation to conserve the environment.

IDENTIFYING DEVELOPMENTAL TRAJECTORIES OF PRO-ENVIRONMENTAL BEHAVIORS: A CROSS-CULTURAL STUDY

Stathis Grapsas, Sander Thomaes

Utrecht University, The Netherlands

Most youth worldwide view climate change as a global emergency. Yet, while youth play a central role in the climate movement, research has suggested that pro-environmental engagement declines in adolescence. We hypothesize that this decline may not be a universal tendency for all adolescents within and across countries. To enhance understanding of how pro-environmental behavior develops in adolescence cross-culturally, the present study aims to identify subgroups of adolescents with different latent trajectories in pro-environ-

mental behaviors across three different countries: the Netherlands, China, and Colombia. Data were collected as part of a recently completed longitudinal study that included yearly measurements of adolescents' self-reported pro-environmental behavior (4 data waves in the Netherlands and 3 data waves in China and Colombia). Participants (Initial $N = 4,918$, 53% boys) were aged 12-14 ($M = 13.01$, $SD = 0.80$) when the study began. We will analyze the data of participants that fully completed the study (Final N Netherlands = 504; Final N China = 281; Final N Colombia = 267) using Growth Mixture Modeling, a statistical analysis technique that identifies different growth trajectories among unobserved subgroups. The findings will be presented at the conference. By identifying diverse underlying developmental trends of adolescent pro-environmental behavior, the findings can inform theory, policy, and practice aimed at understanding and enhancing youth pro-environmental engagement.

NOVEL APPROACHES TO STUDYING DIVERSITY: EXPANDING PERSPECTIVES ACROSS CONTEXTS

Chair(s): **Sauro Civitillo** (Utrecht University, The Netherlands)

Diversity is a multifaceted and dynamic phenomenon that shapes individuals, communities, and systems in profound ways. Traditional approaches to studying diversity often fall short of capturing its complexity, leading to gaps in our understanding of how diversity operates (Vertovec, 2007). This symposium brings together four innovative studies that push the boundaries of how diversity is conceptualized and measured across developmental, educational, and health contexts. The *first* contribution reexamines the concept of gender constancy, challenging binary and cis-centric notions of gender as stable and unchanging. Drawing on longitudinal data from Dutch youth, this study highlights gender as a dynamic and contextual identity, offering critical insights for developmental psychology. The *second* contribution introduces novel indices to assess cultural diversity in classrooms, capturing both static (class-level) and dynamic (student-level) components based on language as tools for communication. Findings demonstrate the specific effects of these indices on student and teacher outcomes. The study emphasizes the multifaceted nature of diversity as a construct. The *third* contribution expands the study of diversity to early childhood by investigating how young children acquire knowledge about religious outgroups. Moving beyond traditional reliance on parental reports and attitudes, this study directly assesses children's understanding of an unfamiliar religion using developmentally appropriate tasks. The *fourth* study explores the long-term health consequences of discrimination through the lens of "wear and tear." Using innovative statistical approaches, it measures discrimination across multiple sources of diversity — including gender, race, age, and weight — and links psychological stress responses to biomarkers of aging. This work provides a nuanced understanding of how cumulative stress from systemic inequities contributes to health disparities. Together, these studies underscore the importance of adopting novel methodologies and interdisciplinary perspectives to advance our understanding of diversity. These studies provide evidence that diversity requires a multidimensional perspective to grasp its meaning and impact.

IS GENDER TRULY STABLE? LONGITUDINAL CHANGES IN GENDER IDENTITY IN A DUTCH COMMUNITY SAMPLE

Jessie Hillekens¹, Fernando Salinas-Quiroz², Lysanne te Brinke³

¹Tilburg University, ²Tufts University, ³Erasmus University Rotterdam

Since Kohlberg (1966) introduced the concept of gender constancy, the idea that gender is a stable individual trait that develops in early childhood has prevailed in developmental psychology. Gender constancy stems from limited binary and cis-centric notions of gender: Gender is assumed to be ‘stable’ or ‘constant’ because it is seen as something inherent, biological, and that aligns with the gender youth were assigned at birth. This conceptualization stems from a flawed theoretical perspective and fails to capture the lived experiences of gender-expansive youth. Unfortunately, most longitudinal studies have aligned with this perspective so that we know almost nothing about potential gender changes in adolescence and early adulthood. This study therefore explored 1) whether and how frequent changes in gender identity occur and 2) what these changes look like. As part of an eight-wave longitudinal study, a community sample of Dutch adolescents and early adults ($N = 933$; $\text{Mage} = 18.70$, $\text{SD} = 4.04$) reported their gender identity in at least two waves. We examined the prevalence of gender changes and what patterns of change emerged. Results showed that approximately one out of 20 youth changed their gender identity at least once, with several youth changing their gender identity multiple times over the scope of the study. Whereas some youth changed between binary options (i.e., boy/man or girl/woman), others (also) considered nonbinary options – either by identifying as nonbinary or with various self-descriptions. We also showed that youth used other ways to communicate potential gender-expansiveness, including self-describe and ‘prefer not to say’ options and through missing data patterns. Our findings thus highlight gender as a dynamic and contextual identity that changes across the lifespan. These findings have clear implications for the field of developmental psychology and practical recommendations will be discussed.

CAN I CONVERSE WITH YOU? RESULTS OF MULTILINGUAL DIVERSITY INDICES ON STUDENTS AND TEACHERS IN GERMAN SCHOOLS

Peter Titzmann¹, Mădălina Paizan², Lara Aumann¹, Anja Gampe³

¹Leibniz University Hannover, ²University of Mannheim, ³University of Duisburg-Essen

Diversity is a crucial part of nowadays children's and adolescents' socialization who grow up in constant interaction with a multilayered context of intertwined contextual layers – with all layers permeated by culture. Accordingly, the psychological experience of diversity does not exist outside of, or around a person, but rather is the product of a person-context-interaction. Given this complexity in diverse contexts, a recent review encouraged scholars to broaden our repertoire of school racial/ethnic diversity measures to better understand the subtleties of diversity. Towards this end, this study introduces two diversity indices that can capture two distinct aspects of diversity based on languages: the class diversity index – the static component of diversity - and the student diversity index – the dynamic component. First, we tested the robustness of these indices by a number of simulations. Second, we tested whether these indices were associated with student (self-efficacy & classroom climate) and teacher (teacher emotions & beliefs about achievement) outcomes. The sample comprised 933 students (Mage = 13.30, SD = 1.38; 41% female) and 28 classroom teachers (Mage = 45.93, SD = 11.58) from 48 classrooms in Germany. To test the robustness of indices, we performed simulations by removing an increasing number of students from classes. As expected, the class diversity index was less affected in these simulations than the student diversity index. Furthermore, the student diversity index was associated with better student outcomes (self-efficacy and classroom climate), whereas the class diversity index showed a higher likelihood of teachers to perceive fear and anger and less enjoyment as well as more agreement to ability and socio-economic status achievement beliefs. Findings highlight the importance of diversity as a multifaceted construct as well as the perceived challenges German teachers report in teaching diverse classes.

ASSESSING YOUNG CHILDREN'S KNOWLEDGE OF RELIGIOUS OUTGROUPS: COGNITIVE AND SOCIAL INFLUENCES

Isabelle Zammit, Laura Taylor

University College Dublin

Traditional research on religious diversity in childhood has primarily relied on parental reports or assessed children's attitudes toward religious outgroups. However, little is known about how young children actively acquire and process knowledge about religions beyond their own. Building on prior findings that outgroup religious understanding moderates children's intergroup prosocial behavior, this study takes a novel approach by directly assessing young children's knowledge of an unfamiliar minority religion (i.e., Muslim prayer practices) using developmentally appropriate, one-on-one tasks with a majority-Catholic sample. Additionally, by incorporating theory-of-mind (ToM) as a cognitive moderator, this study investigates individual differences in how children integrate religious knowledge. A sample of 183 young children ($M_{age} = 4.18$, $SD = 0.97$) completed the structured measuring outgroup religious understanding and ToM, while parental religiosity was assessed via questionnaires. Moderation analysis (PROCESS Model 1), controlling for age, revealed that ToM abilities significantly moderated the effect of parental religiosity, such that higher parental religiosity predicted lower outgroup religious understanding only in children with higher ToM, whereas no effect was found for children with lower ToM. These findings offer a new perspective on how young children engage with religious diversity, highlighting the cognitive mechanisms that shape early interfaith knowledge. By directly assessing children's understanding of a religious outgroup rather than relying on parental reports, this study highlights innovative pathways for fostering inclusivity in early childhood education.

CAPTURING ‘WEAR’ IN ‘WEAR AND TEAR’: THE PSYCHOLOGICAL IMPACT OF DISCRIMINATION IS ASSOCIATED WITH EPIGENETIC AGE ACCELERATION ACROSS TWO NATIONAL SAMPLES OF ADULTS

Sauro Civitillo¹, Juan Del Toro², Connor Martz³, Katerina Marcoulides²

¹Utrecht University, ²University of Minnesota, ³University of Texas

Extant theories about ‘wear and tear’ articulate that psychological stress responses to discrimination deteriorate individuals’ health. However, empirical studies seldomly capture whether these stress responses predict decrements in health, as they mostly examine the ‘tear’ or direct impact of discrimination without capturing the cumulative effects of psychological stress responses following discrimination. This oversight can bias conclusions as meta-analyses have concluded that discrimination is unrelated to physical health. We propose a novel statistical approach that captures ‘wear and tear’ using intensive and non-intensive longitudinal data, wherein we predict that degree to which discrimination predicts mental health (i.e., a random slope) will predict epigenetic age acceleration (i.e., a biomarker of healthy human aging). We drew data from two national longitudinal datasets: one sample of 397 aging adults (77% White, 23% non-White; 58% female, 42% male; $M\text{-age}_{\text{baseline}}=53.11$, $SD=12.79$) who completed daily diaries in the Midlife in the United States, and a second sample of 2,059 aging adults (65% White, 35% non-White; 58% female, 42% male; $M\text{-age}_{\text{baseline}}=61.42$, $SD=9.64$) who completed five biannual surveys in the Health and Retirement Study. Across both studies, adults who experienced more discrimination based on various social categories (i.e., ethnicity/race, gender/sex, age, weight) than their average also reported worse psychological adjustment, such as greater depressive symptoms and negative affect. This psychological impact of discrimination was associated with more epigenetic age acceleration in the DunedinPoAm and DunedinPACE clocks. These results support the depiction of ‘wear and tear’ and yield recommendations for interventions targeting allostatic load in populations susceptible to discrimination.

UNRAVELLING TRAUMA AND STRESS: DEVELOPMENTAL AND MULTILEVEL INSIGHTS INTO RISK AND RESILIENCE

Chair(s): **Fabiola Silletti & Pasquale Musso** (University of Bari Aldo Moro, Italy)

This symposium adopts a multilevel perspective to examine how trauma and stress contribute to psychopathological outcomes across key developmental transitions, from early adolescence to adulthood. By considering individual, relational, and contextual factors, our four studies illuminate not only the vulnerabilities stemming from adversity but also the mechanisms that foster resilience. The first study investigates how family-related stressful life events (e.g., caregiver separation), shape externalizing behaviors (e.g., delinquency) over time in a diverse sample of youth, highlighting the potential moderating role of social support from both family members and peers. The second study focuses on the long-term mental health repercussions of trauma exposure in young adults, examining depression, anxiety, and somatic symptoms, and underscoring how social and environmental resilience factors can mitigate these outcomes. The third study addresses perinatal women's experiences of the COVID-19 pandemic, exploring how pandemic-related stress and Long-COVID symptoms affect maternal depression and anxiety, and emphasizing the buffering roles of partner support and maternal self-efficacy. The final study explores the relationship between Adverse Childhood Experiences (ACEs) and eating disorders in young adulthood, centering on the roles of mentalization and epistemic trust as potential mediators of this association.

Together, these contributions offer a deeper understanding of the complex interplay among stress, trauma, and resilience and shed light on how risk and protective factors evolve across developmental stages. The collaboration of nine institutions across Europe and North America provides a diverse cultural lens on mental health, enhancing the symposium's relevance to global challenges. By integrating these findings, we highlight crucial directions for prevention, intervention, and policy to address mental health disparities in varied populations.

STRESSFUL LIFE EVENTS AND YOUTH DELINQUENCY: EXPLORING FAMILY AND PEER SUPPORT AS MEDIATORS OR MODERATORS IN A LONGITUDINAL, DIVERSE SAMPLE

**Pasquale Musso¹, Manuel Eisner², Denis Ribeaud³, Lilly Shanahan³,
Cristian Stifano¹, Rosalinda Cassibba¹**

¹Department of Education, Psychology, Communication, University of Bari Aldo Moro, Bari, Italy,

²Violence Research Center, Institute of Criminology, University of Cambridge, Cambridge, UK; Jacobs Center for Productive Youth Development, University of Zurich, Zurich, Switzerland, ³Jacobs Center for Productive Youth Development, University of Zurich, Zurich, Switzerland

Evidence suggests that stressful life events are linked to externalizing problems, with social support potentially buffering these risks. However, many existing studies focus narrowly on childhood, rely on ethnically homogeneous samples, consider only a single source of social support (e.g., parents or peers), and rarely examine the mediating role of perceived social support in the relationship between stressful events and externalizing problems. To address these gaps, this longitudinal study investigated the reciprocal association between stressful life events – particularly family strain (e.g., caregiver separation) – and externalizing behaviors (i.e., delinquency) from early adolescence through emerging adulthood. It also explored whether perceived social support from both family and peers mediates or moderates these links, using an ethnically diverse sample ($N = 1523$), and considered various control variables (gender, ethnicity, socioeconomic status, and internalizing problems) to evaluate possible subgroup differences. Self-reported measures of stressful life events, externalizing problems, and social support were collected at ages 13, 15, 17, and 20. Using multigroup cross-lagged mediation models in Mplus 7, we found that family strain at age 13 predicted delinquency at age 15 among females, but not among males. For males, both family and peer support moderated the relationship between family strain at 15 years and delinquency at age 17, indicating that higher levels of perceived support attenuated the impact of family strain. No mediation effects emerged. These findings deepen our understanding of the etiology of externalizing problems and offer insights into when, for whom, and how the risk of delinquency – recognized worldwide as a major public health concern—can be mitigated.

EXPOSURE TO TRAUMA IN YOUNG ADULTS AND MULTISYSTEMIC RESILIENCE: THE AFTERMATH AND THE MENTAL HEALTH IMPACT

**Christina Koretsidou¹, Nearchou Finiki¹, Clodagh Flinn¹, Aine French¹,
Fabiola Silletti²**

¹School of Psychology, University College Dublin, Dublin, Ireland., ²Department of Education, Psychology, Communication, University of Bari Aldo Moro, Bari, Italy

The aftermath after trauma exposure has been linked to adverse mental health outcomes in individuals across different developmental stages, including children, adolescents, and young adults. However, the measurement of posttraumatic symptoms usually captures the timeframe immediately preceding the timepoint of measurement. Thus, our knowledge of the mental health impact of historical trauma or trauma that was central to an individual's life is limited. Resilience has been extensively examined following trauma exposure, yet evidence on resilience informed by a multisystemic framework including risk and protective factors nested in the natural environment and community is very limited. The aim of this research was to investigate the role of social and environmental factors in mental health outcomes in the context of trauma exposure. A sample of young adults (18-29 years old) in the Republic of Ireland ($N=159$) completed a series of standardized tools assessing trauma exposure, resilience factors (e.g. neighborhood violence, cohesion, community resilience), and mental health outcomes (e.g. depression, anxiety, somatic symptoms). A series of hierarchical regression models revealed that trauma exposure as measured by how central it is in a young person's life and identity negatively predicts depression, somatic symptoms, and anxiety. Resilience factors demonstrated a contributing predictive role above and beyond the negative effect of trauma only in depression. These findings highlight the importance of considering trauma in the unique context of each mental health outcome. It also shows that the extent to which the young individual perceives the magnitude of trauma may go beyond any protective factors.

COVID-19 LINKS TO MATERNAL ANXIETY AND DEPRESSION: THE ROLES OF LONG-COVID, SELF-EFFICACY, AND PARTNER SUPPORT

**Fabiola Silletti^{1,2}, Amanda Koire^{3,4}, Candice Ma², Hung-Chu Lin^{2,5},
Leena Mittal^{3,4}, Joshua L. Roffman^{4,6}, Carmina Erdei^{2,4}, Cindy H. Liu^{2,3,4}**

¹Department of Education, Psychology, Communication, University of Bari Aldo Moro, Bari, BA, Italy; ²Department of Pediatrics, Division of Newborn Medicine, Brigham and Women's Hospital, Boston, MA, USA; ³Department of Psychiatry, Brigham and Women's Hospital, Boston, MA, USA; ⁴Harvard Medical School, Boston, MA, USA; ⁵Department of Psychology, University of Louisiana at Lafayette, LA, USA; ⁶Department of Psychiatry, Massachusetts General Hospital, Boston, MA, USA.

Perinatal women were particularly impacted during the pandemic, with documented consequences for both maternal and infant well-being. This study investigated the longitudinal relationships between COVID-19-related experiences during the peripartum period and women's depression and anxiety symptoms at long-term follow-up. We examined the moderating role of Long-COVID for the first time, along with perceived partner support and maternal self-efficacy. A sample of 190 US perinatal women completed surveys from May 21, 2020, to September 15, 2021 (T1), and again between December 14, 2022, and February 14, 2024 (T2). The survey assessed COVID-19-related experiences, mental health, Long-COVID, maternal self-efficacy, partner support, and life events. Results revealed that anxiety was associated with both Long-COVID and decreased partner support, while both depression and anxiety were linked to lower self-efficacy. A larger number of COVID-19-related experiences during the peripartum period was associated with higher levels of later depression and anxiety symptoms. Long-COVID exacerbated these links, while partner support buffered them. Maternal self-efficacy dampened the association between COVID-19-related experiences and subsequent depression, but not anxiety. Findings suggest that COVID-19 has lasting effects on perinatal women's mental health, with partner support and maternal self-efficacy acting as resilience factors. These results highlight the potential benefit of targeted interventions to enhance these modifiable factors.

CONSIDERING THE LINKS BETWEEN ADVERSE CHILDHOOD EXPERIENCES, MENTALIZATION, EPISTEMIC TRUST, AND EATING DISORDERS PSYCHOPATHOLOGY IN YOUNG ADULthood

Rima Breidokienė, Danguolė Čekuolienė, Rasa Barkauskienė, Asta Adler

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Adverse Childhood Experiences (ACEs) have been increasingly studied as a risk factor and sequelae for eating disorders (ED) symptoms. Fonagy et al. (2015) elaborated views on mentalization in the context of a broader developmental psychopathology approach including ED and conceptualized epistemic trust (ET) as an individual's capacity to acquire new knowledge that supports resilient social functioning. These ideas have received support from theoretical and clinical perspectives. However, empirical links among these variables have not yet been explored. The main goal of this study was to give a deeper look into the associations among ACEs, mentalization, epistemic trust, and ED.

A representative sample of 800 Lithuanian young adults (48.75% female, *Age* = 24.46, *SD* = 3.77). Instruments included the Eating Disorder Examination Questionnaire, Adverse Childhood Experiences Questionnaire, Mentalization Scale, and Epistemic Trust, Mistrust, and Credulity Questionnaire.

The results of the total sample showed that ACEs exerted both direct and indirect effects on the severity of ED symptoms by negatively affecting self-mentalizing and increasing epistemic mistrust. In turn, epistemic mistrust acted as a mediator, partially explaining the link between ACEs and eating psychopathology. Results showed certain differences in the interplay of the examined variables in men and women groups. Only in males, epistemic mistrust did not mediate the relationship between ACEs and ED symptoms.

Results of the current study shed new light on two important facets in the link between childhood maltreatment and eating psychopathology - mentalization and ET. Results indicate that while ACEs are associated with ED in men, this link may operate through self-mentalizing and not through epistemic mistrust. Thus, evaluation of the role of mentalization and epistemic trust/mistrust in psychotherapy for men and women ED remain among the most promising directions for the future studies.

CHILDREN'S PROSOCIAL BEHAVIORS TOWARD VARIOUS INGROUP AND OUTGROUP MEMBERS IN DIFFERENT COUNTRIES

Chair(s): **Laura K. Taylor** (University College Dublin)

Discussant(s): **Linda Juang** (University of Potsdam)

Prosocial behaviors are voluntary actions to benefit, help, or care for others (Eisenberg et al., 2015). This symposium reflects research that integrates the areas of moral development and group dynamics (ingroup versus outgroup membership). This collective work spans various age groups and countries (i.e., Italy, Ireland, Canada). The papers explore children's prosocial behaviors based on a variety of group memberships. The authors also extend current research by examining the role of children's sympathy and socialization experiences in making choices about helping ingroup and outgroup members. Paper 1 examined preschool-aged children's sympathy, social inclusion, and prosocial behaviors toward either migrant-origin or non-migrant-origin targets in Italy. The results indicated that ingroup bias is evident, such that children exhibited lower levels of sympathy and social inclusion for migrant-origin than non-migrant-origin targets. Study 2 investigated school-aged children's attitudes and prosocial behavior across various social groups (e.g., nationality, ethnicity) in the Republic of Ireland. Results showed that attitudes towards Refugees in Ireland predicted prosocial behavior across different groups. In Paper 3, the authors examined the roles of young children's self-regulation in responses to hypothetical transgressions against ingroup versus outgroup members (i.e., different school/socioeconomic class), parenting, and empathy for their later prosocial behaviors. Results indicated a complex mediated moderation effect, such that self-regulation predicted empathy (and, in turn, prosocial behavior) only under conditions of negative parenting. This symposium will provide insight into children's prosocial behaviors toward different groups to promote harmonious relationships across childhood.

PRESCHOOL CHILDREN'S SYMPATHY, PROSOCIAL BEHAVIOR, AND SOCIAL INCLUSION TOWARD NON-MIGRANT AND MIGRANT-ORIGIN PEERS IN ITALY

Daniele Di Tata¹, Stefania Sette¹, Gabrielle Coppola², Federica Bianco³, Lucia Silvia Lillo², Aurora Rinaldi³, Federica Zava⁴, Marina Camodeca⁵, Ilaria Castelli³, Fiorenzo Laghi¹, Tracy L. Spinrad⁶

¹Sapienza University of Rome, ²Università degli Studi di Bari Aldo Moro, ³Università degli Studi di Bergamo, ⁴Università Roma Tre, ⁵Università degli Studi di Udine, ⁶Arizona State University

Children's sympathy (i.e., feelings of sorrow toward another person) and prosocial behaviors (i.e., voluntary actions to benefit another; Eisenberg et al., 2015) are related to the group dynamics, suggesting that children strive to benefit the ingroup than the outgroup members (Renno & Shutts, 2015). This study investigated how young children's sympathy, prosocial behaviors, and social inclusion differ across age groups (i.e., 3, 4, 5 years) and child sex based on the characteristics of the targets.

Participants were $N = 406$ children (46% girls) aged 3 to 5 years ($Mage = 4.33$ years; $SD = 0.70$). We presented a series of vignettes depicting social injustices toward either a migrant-origin or non-migrant-origin peer and asked questions to assess children's sympathy and social inclusion toward the victim (Spinrad et al., 2023; α s from .86 to .88). Prosocial behavior was measured using a sticker-sharing task in which children were shown pictures of 10 same-sex peers (5 migrant-origin, 5 non-migrant-origin peers; Spinrad et al., 2023).

Results from general linear mixed models indicated that children reported lower levels of sympathy and social inclusion toward migrant-origin peers compared to non-migrant-origin peers. Only 5-year-olds children—but not 3-4-year-olds children—reported lower sympathy for migrant-origin peers ($B = -.11$, $SE = .02$, $p < .05$). No significant associations emerged between target characteristics and prosocial behaviors ($B = -.07$, $SE = .19$, $p = .94$). Overall, older children reported higher levels of sympathy ($B = .26$, $SE = .08$, $p < .01$) and social inclusion ($B = .21$, $SE = .07$, $p < .01$), while girls displayed higher social inclusion than boys ($B = .12$, $SE = .05$, $p < .05$).

Overall, only 5-year-old children displayed lower sympathy for migrant-origin peers, suggesting that this age marks a critical period for the development of ingroup favoritism in the expression of feelings of sympathy.

PROSOCIAL GIVING OF IRISH CHILDREN: THE ROLE OF EMPATHY AND OUTGROUP ATTITUDES

**Laura K. Taylor¹, Serengeti Ayhan², Vivian Liu¹, Dearbhaile Counihan¹,
Mary-Jane Emmett¹**

¹University College Dublin, ²Bilkent University

Understanding children's prosocial behaviors towards diverse outgroups is essential for fostering inclusive intergroup relations. Much of the existing research relies on minimal group designs or binary ingroup-outgroup distinctions, limiting the contextualization of children's social behaviors. This study broadens the scope by examining children's prosocial giving across multiple socially relevant outgroups, each with distinct historical and societal positions.

Data was collected from 128 White Irish children from Republic of Ireland (range: 7-11, Mage = 9.5, SD = 1.2, 68 girls). Participants were presented with a hypothetical resource allocation task in which they imagined distributing stickers to peers from six target groups: White Irish, White British, Irish Travellers, Refugees, Irish Ethnic Minorities, and a Novel Ethnic Minority. They also reported their outgroup empathy and outgroup attitudes toward the British, Traveller, Refugee, and Irish Ethnic Minority groups.

Findings revealed that children's prosocial giving varied by target group. They allocated the most resources to White Irish, British, and Traveller peers, followed by Refugees and the Novel Minority, with the lowest giving for Irish Ethnic Minority. Regression analyses showed that attitudes toward refugees uniquely predicted prosocial giving across multiple targets, suggesting that social perceptions of refugees extend beyond group boundaries. Empathy toward refugees also predicted prosocial behavior toward British and refugee peers, highlighting the distinct role of refugee status in children's intergroup prosociality.

These findings highlight the complexity of children's intergroup prosocial behavior, and the distinct social perceptions associated with refugee status. Future research should investigate whether these patterns hold across sociocultural contexts and examine the underlying mechanisms driving children's differential responses to outgroups. By recognizing the diverse identities and dynamics of outgroups, this study deepens our understanding of children's intergroup relations and informs targeted interventions to foster inclusivity in childhood.

ASSOCIATIONS BETWEEN SELF-REGULATION DURING INGROUP VERSUS OUTGROUP TRANSGRESSIONS, EMPATHY, PARENTING, AND PROSOCIAL BEHAVIORS ACROSS CHILDHOOD

Jennifer J. Phillips¹, Ruth Speidel¹, Marc Jambon²,
Tyler Colasante³, Tina Malti⁴

¹University of Toronto Mississauga, ²Wilfrid Laurier University, ³Leipzig University,

⁴University of Toronto Mississauga; Leipzig University

Children engage in more prosocial behaviors toward ingroup members than outgroup members (Malti & Dys, 2017; Over, 2018). Ingroup versus outgroup biases may be driven by both internal and external factors like regulation, empathy, and parenting (Paulus et al., 2015; Spinrad et al., 2023 Wong et al., 2021). Our study examined the longitudinal mechanisms that explain associations between child regulation when committing hypothetical transgressions against ingroup members and outgroup members and children's subsequent prosocial behaviors.

Children (N = 150) participated at ages 4- (T1), 6- (T2), and 7- (T3) years with a caregiver. At T1, child regulation was assessed using respiratory sinus arrhythmia reactivity (rRSA) while listening to vignettes about transgressions against ingroup members (IGTs) and transgressions against outgroup members (OGTs). Higher rRSA scores indicated poorer regulation and lower scores indicated better regulation. At T2, caregivers reported their negative parenting behaviors (moderator) and their children's empathy (mediator). At T3, children reported their prosocial behaviors (dependent variable). Two moderated mediation models were tested. Independent variables were IGT rRSA (Model A) and OGT rRSA (Model B).

Model A fit well [RMSEA = 0.035, CFI = 0.960]. Empathy mediated the association between higher IGT rRSA and lower prosocial behaviors [95% CI (−0.337, −0.003)]. This indirect effect was moderated by negative parenting [$\beta = -0.567$, $p = .011$, 95% CI (−0.096, −0.001)], such that higher rRSA predicted lower empathy, but only when caregivers also reported higher negative parenting. No significant effects were detected in Model B.

Lower empathy may explain associations between children's poorer regulation during IGTs and lower subsequent prosocial behaviors, but only when caregivers report high negative parenting. These effects were not significant for children's regulation during hypothetical OGTs. The results suggest that differing mechanisms underlie the links between children's biases toward ingroup versus outgroup members and prosocial behaviors.

THE ROLE OF HOPE AND ATTITUDES TOWARD TIME ACROSS DEVELOPMENTAL PERIODS

Chair(s): **Frank C Worrell** (University of California, Berkeley, United States of America)

The importance of time constructs in psychological functioning has been acknowledged since the 1930s. The contributions of constructs such as self-esteem (present-oriented) and optimism (future-oriented) to wellbeing are well documented in the literature, as are the contributions of variables such as life satisfaction (present-oriented) and self-efficacy, which is present/future-oriented. In the past 25 years, there has been an increased focus on assessing individuals' orientations to all three time periods—that is, the past, present, and future—due in part to the introduction of several measures that assess these. In this symposium, we provide analyses on hope, a present/future-oriented construct, as well as time attitudes which focus on all three time periods.

Recent research using person-centered approaches such as cluster analysis and latent profile analysis has demonstrated that adolescents and adults have profiles that are associated with psychological and behavioral outcomes. However, there are very few studies that have looked at these temporal profiles across developmental periods. In this symposium, we examine time construct profiles across developmental periods in data from three different countries. In the first presentation, hope profiles were examined in relation to academic motivation in the same sample of U.S. adolescents across two time periods. Presentation 2 will report on a cross-sectional analysis of time attitude profiles and ethnic identity in academically talented early- and middle- adolescents in the US. Presentation 3 will report on time attitude profile membership patterns in adolescent and adult samples from Iran, as well as the association of the profiles to life satisfaction in both samples. Finally, the fourth presentation will be on a longitudinal investigation of time attitude profiles in adolescents from Scotland (4 waves) and Northern Ireland (6 waves), with a focus on how staying in or changing a time attitude profile over time affects self-efficacy, substance use, and mental health.

PROFILES OF ACADEMIC HOPE IN AMERICAN ADOLESCENTS

Dante D. Dixon

Michigan State University

Hope, the perceived ability to execute envisioned paths to future goals, has been found to predict a host of academic outcomes (e.g., academic achievement, academic engagement, curiosity; Chen, 2020; Dixon, 2019). In addition, intervention studies have demonstrated that hope can be improved in as little as 90 minutes (Feldman & Dreher, 2012). However, most hope research is centered around examining hope as a global construct as opposed to focusing on its subscales, which would provide a more nuanced understanding of hopeful thinking (Dixon et al., 2017). In addition, previous examinations of profiles of hope have been cross-sectional and indicated uncertainty around the number of hope clusters that exist (i.e., three or four; Dixon, 2019; Dixon et al., 2017). In the current study, I examined the number of hope clusters in a sample as well as to what degree different profiles of hope relate to different academic-oriented psychosocial profiles.

The current sample consisted of a group of diverse high school students (Mage = 15.56 years, 44.8% White, 8.3% Asian American, 5.6% African American, 9.8% Hispanic, and 31.6% Multi-race/Other) from a Midwestern state. A *K*-means cluster analysis yielded four interpretable clusters of hope that were consistent with previous research (i.e., high hoppers, high agency thinkers, high pathway thinkers, and low hoppers; Dixon et al., 2017) and theory (Snyder, 2002). In addition, the different hope clusters reported different (i.e., 78% of the variable comparisons across clusters had at least a medium effect size) academic-oriented psychosocial profiles (i.e., made up of academic self-concept, goal-valuation, academic motivation, attitude toward mathematics, and academic self-efficacy), both cross-sectionally and across time. In general, across both time periods, the high hoppers reported the most success-oriented profile, followed by the high agency and pathways thinkers, and then the low hoppers. The high agency and pathway thinkers reported similar academic profiles.

DIFFERENCES IN ETHNIC IDENTITY AND TIME ATTITUDE PROFILES IN EARLY AND MIDDLE ADOLESCENTS IN THE UNITED STATES

Frank C Worrell¹, James R. Andretta²

¹University of California, Berkeley, ²Bridgetown Psychological

Ethnic identity is a frequently studied construct in ethnic minorities and is often conceptualized in terms of exploration (i.e., seeking information about one's group) and commitment (i.e., a feeling of belonging to one's ethnic group). Adolescence is a developmental period in which there is increased exploration of identity. Time attitudes are individuals' positive or negative feelings toward the past, present, and future. Positive-oriented profiles have been associated with adaptive outcomes and negative-oriented profiles have been associated with maladaptive outcomes. In this study, we examined the association between time attitude profiles and ethnic identity exploration and commitment in a sample of high achieving students in early ($n = 447$, M age = 13.1 years) and middle-adolescence ($n = 491$, M age = 15.3 years).

Cluster analyses yielded four groups labeled Negatives ($n = 84$), Pessimists ($n = 240$), Ambivalents ($n = 321$), and Positives ($n = 293$). We also divided adolescents into four ethnocultural groups: marginalized ethnic minorities (i.e., African American, Hispanic; $n = 146$), model minorities (e.g., Chinese American, Japanese American; $n = 620$), majority group members (i.e., European Americans; $n = 88$), and an Other group consisting of individuals who were multi-ethnic ($n = 208$). White adolescents reported lower ethnic identity exploration, commitment, and total scores than their peers ($d_s \geq .57$). Early and middle adolescents did not differ significantly or meaningfully on the identity variables and were combined for further analyses. ANOVAs indicated that Negatives had the lowest ethnic identity scores in all four ethnocultural groups, Positives had the highest ethnic identity in three groups (Other was the exception), and Pessimists and Ambivalents were generally between the Negatives and Positives. These findings suggest that time attitude profiles are strongly associated ethnic identity achievement, with positive attitudes toward time potentially facilitating ethnic identity exploration and commitment, and ultimately, achievement.

TIME ATTITUDE PROFILES IN HIGH SCHOOL AND UNIVERSITY STUDENTS IN IRAN

James R. Andretta¹, Khosro Rashid², Frank C Worrell³

¹Bridgetown Psychological, ²Bu-Ali Sina University, ³University of California, Berkeley

The Adolescent and Adult Time Inventory–Time Attitudes Scale (AATI-TA) has six subscales—Past Positive, Past Negative, Present Positive, Present Negative, Future Positive, and Future Negative—and is an index of emotional and evaluative feelings toward the time periods. Research indicates that individuals have time attitude profiles which can be positive or negative. As Iran has been under economic sanctions for a long time and these sanctions have had a negative impact on its population, we had questions about time attitudes there. First, would we find both positive- and negative-oriented profiles? Second, would the association between profile membership and life satisfaction be similar to profiles found in research in other countries? Third, how would percentages of individuals within time profiles differ across adolescents and young adults? Fourth, would profiles in Iran be similar to profiles found in other countries?

Our sample consisted of 387 adolescents (*Mean-age* = 17.11, *SD* = 1.75) and 378 young adults (*Mean-age* = 22.96, *SD* = 4.38) in Iran. Latent profile analyses (LPA) yielded five profiles (Positives, Optimists, Present Positives, Moderate Negatives, Extreme Negatives) in the university sample and four (Positives, Ambivalents, Moderate Negatives, Extreme Negatives) in the high school sample, with three profiles in common (Positives, Moderate Negatives, and Extreme Negatives). Individuals in the present-oriented profiles reported considerably higher life satisfaction (Cohen's $d \geq .40$) than the negative-oriented profiles. Thirty percent of adolescents were Positives compared to 20% of young adults, and 25% of young adults were Moderate Negatives compared to 20% of adolescents. About 10% of both groups were Extreme Negatives, 35% of adolescents were Ambivalents, and 33% of young adults were Present Positives. At 35% and 40%, respectively, a greater percentage of Iranian adolescents and adults were in one of the negative profiles than in samples in Germany, New Zealand, and the US.

CHANGE AND STABILITY IN TIME ATTITUDE PROFILES ACROSS ADOLESCENCE IN THE UNITED KINGDOM: ASSOCIATIONS WITH MENTAL WELL-BEING AND PHYSICAL HEALTH

Michael T. McKay¹, Noah Padgett², James R. Andretta³

¹Ulster University, ²Harvard University, ³Bridgetown Psychological

Research has demonstrated statistically significant and substantive relationships between time constructs and adaptive functioning, addictive behaviors, and mental health. However, most of these studies have been cross-sectional. Building on a small number of prospective studies, we will utilize data from a longitudinal cohort of adolescents in the United Kingdom to employ a latent profile mover/stayer analytical approach to investigate four inter-related questions:

1. To what extent are time attitudes stable over the course of high school, and to what degree is the stability/instability related to socio-demographic variables?
2. To what extent does time attitude profile membership relate to or predict changes in psychological constructs, including sensation seeking, and social, emotional, and academic self-efficacy?
3. To what extent does time attitudes profile membership predict the initiation and maintenance of addictive behaviors, including smoking, alcohol use, and cannabis use?
4. To what extent does time attitudes profile membership predict changes in other health-related outcomes including mental well-being, physical symptomatology, and psychological symptomatology?

The sample (» 2,500) were part of a larger cohort (» 11,000) participating in a school-based cluster randomized controlled trial of a school-based health intervention in schools in both Scotland and Northern Ireland. Data on time attitudes were gathered opportunistically as part of the larger data collection. The analyses for this presentation will cover a four-year developmental period (T1 to T4; $M_{age} = 12.5$, to 15.3 years), with distal health outcomes assessed also at +6 years from baseline. Based on analyses focused only on T1 and T2 (McKay et al., 2018; Wells et al., 2018), we hypothesized that (a) 33% to 40% of adolescents will have the same time attitude profiles over time, (b) that profile stability vs. moving to a different profile will predict different outcomes, with movement toward positive profiles resulting in more adaptive outcomes and vice versa.

EXPLORING PARENTAL INFLUENCES ON CHILD DEVELOPMENT ACROSS SOCIO-ECONOMIC AND CULTURAL CONTEXTS IN INFANCY AND TODDLERHOOD

Chair(s): **Feyza Corapci** (Sabanci University)

Despite major achievements in developmental milestones, children in the first two years of life still depend on parental support for psychological growth. Research with Western samples has consistently shown that certain parental characteristics (e.g., education, stress) and specific parenting behaviors (e.g., soothing, discipline) can significantly shape child development. Investigating cultural similarities and differences in parenting, along with their impact on infants and toddlers, is important to discover universal and culture-specific processes. This symposium will explore the role of early parental influences on self-regulatory outcomes (e.g., emotional reactivity, inhibitory control) in infants and toddlers from different cultural and socio-economic status (SES) backgrounds, drawing on data from four countries and utilizing both lab-based and diary-based assessments.

The first study, a longitudinal investigation from Germany, examines how positive parenting at 6 months, along with family SES factors, influences inhibitory control at 18 months in children growing up under adverse socio-economic conditions, as assessed through a modified Detour Reaching Paradigm.

The second study from Türkiye, which also involves a low-to-middle SES sample, uses a Forbidden Toy Experiment and shows how parental reflective functioning and power-assertive discipline predict emotional reactivity in 12-month-old infants.

The third study from Switzerland, tracks daily changes in child temperament between 6 to 18 months using a diary format and assesses its relation to the daily use of maternal soothing strategies in a high SES sample.

The last study from Romania, including middle-income mother-toddler dyads, similarly uses a diary format to assess mothers' affective experiences in relation to child temperament and maternal emotion regulation strategies, highlighting the significant role of maternal regulatory competence.

Findings derived from four different cultural contexts and families with diverse SES backgrounds as well as different assessment methodologies provide key insights into the characteristics of universally adaptive parenting in the first two years of children's lives.

INHIBITING IMPULSES: SOCIOECONOMIC AND PARENTING INFLUENCES ON EARLY SELF-REGULATION

Gizem Samdan, Sabina Pauen

Heidelberg University

Inhibitory control begins to develop during the first year of life (Diamond, 1990), yet most research to date has focused on the preschool period (Valcan et al., 2018). This study aims to examine inhibitory control at an earlier age—18 months—using a modified version of the Detour Reaching Task (DRT). Distinct from most previous studies, this research focuses on a socially and culturally disadvantaged sample.

A total of 550 families and their children from disadvantaged neighborhoods in Bremen, Germany, participated in the longitudinal study “Bremen Initiative to Foster Early Childhood Development” (BRIFE). During pregnancy, data on family background, including parental education and household income, were collected. When the children were 6 months old, maternal behaviors were macroanalytically coded during a five-minute semi-structured play interaction. At 18 months, children completed a modified version of the DRT, designed to measure inhibitory control. In the first phase of the DRT, the toy is accessible through an open front of the box, allowing a direct reach. In the second phase, the side of the box is opened, requiring the child to suppress their initial impulse and make a “detour” to retrieve the toy. The DRT is one of the few tasks that reliably measures inhibitory control in children aged 1–2 years.

To date, $N = 170$ children have participated in the DRT. Preliminary findings based on the data coded so far ($n = 76$) suggest that (a) the DRT is suitable for assessing inhibitory control in this age group; (b) maternal education level—but not paternal education or household income—and (c) positive parenting, characterized by higher sensitivity, stimulation, emotionality, and positive engagement, at 6 months are both associated with stronger inhibitory control at 18 months. These findings will be discussed in relation to the socioeconomic characteristics of this specific sample.

THE ROLES OF PARENTAL REFLECTIVE FUNCTIONING AND POWER-ASSERTION ON INFANT EMOTIONAL REACTIVITY

Feyza Corapci¹, Kivilcim Degirmencioglu², Duygu Yildiz Akay³

¹Sabancı University, ²The Pennsylvania State University, ³Bogazici University

Parental reflective functioning (PRF) involves the parents' awareness, interest and curiosity in the child's mind, as well as their ideas about the nature of the infant's mental processes (Slade, 2005). To date, most studies examined PRF in relation to parental sensitivity and children's socioemotional development, including attachment security, mentalizing abilities, social competence and behavioral adjustment (Ensink, et al., 2019; Nieto-Retuerto et al., 2024; Nijssens et al., 2020). Going beyond past research, the goal of the present study was to examine Turkish mothers' PRF in relation to their infant's negative emotional reactivity over and above power-assertive discipline. Participants were 74 infants (42 boys, $M_{age} = 13.29$ mos, $SD = 0.43$) and their mothers ($M_{age} = 32.8$ years, $SD = 4.89$) from Türkiye with low-to-middle socioeconomic status. Infant-mother dyads were observed in the research lab. During a 3-min wait task, when infants were not allowed to play with an attractive toy, infants' emotional reactivity and mothers' power-assertive discipline were rated in 5-sec intervals using reliable and valid coding schemes (Jahromi & Stifter, 2007; Kochanska et al., 2003). Mothers also completed the Parental Reflective Functioning Questionnaire (PRFQ; Luyten et al., 2017). A hierarchical regression analysis was conducted with mothers' power assertive discipline and PRF as predictors of infants' emotional reactivity during the forbidden toy paradigm. Results revealed that power-assertive discipline and the pre-mentalizing modes subscale (i.e., interpretation of the child's observed behavior with malevolent intentions) were each independent predictors of higher levels of emotional reactivity in infants. Thus, these results have potential to inform parenting programs to target not only mothers' behavioral strategies, but also their attributions about their infants' mind.

PARENTAL SOOTHING STRATEGIES AND INFANT STATE TEMPERAMENT: RESULTS FROM A DAILY DIARY STUDY

Tilman Reinelt, Giancarlo Natalucci

Zurich University Hospital, University of Zurich

Background. Parents help their infants regulate their emotions. But infants are not always easy to soothe. Parents' use of soothing strategies has been associated with infants' regulatory behavior (e.g., whining, soothability, state temperament). However, these studies are usually based on either longitudinal data with relatively long time intervals between measurement points (e.g., years) or cross-sectional data from single observations. To date, the extent to which parents' daily soothing strategies are related to infants' daily regulatory behavior is unknown. **Methods.** In total, $N = 390$ mothers of infants aged 6-18 months ($M = 11.26$ months, $SD = 4.07$ months, 51% male) participated in a baseline questionnaire and subsequent 10-diary study ($M = 7.03$ days; total observations: 2722). Mothers completed daily questionnaires about their child's temperament (adapted IBQ-R) and their own affect and used soothing strategies. **Results and conclusion.** Infant state temperament showed substantial intra-individual variability (ICCs = .52 and .48 for negative affectivity and orienting/regulation, respectively). On average, mothers used 2.91 different soothing strategies per day. On days when infants showed more negative affectivity, mothers reported using more different soothing strategies. This association remained after controlling for mothers' daily affect and demographic variables. Future longitudinal studies should investigate how variability in infant state temperament and the use of maternal soothing strategies influence long-term parenting behavior and child development.

VIRTUAL REALITY TOOLS AS NEW PATH FOR RESEARCH AND INTERVENTION WITH CHILDREN AND ADOLESCENTS

Chair(s): **Simona Carla Silvia Caravita** (Department of Humanities and Social Sciences, Universitas Mercatorum, Italy & Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway)

Discussant(s): **Giulio D’Urso** (“Mediterranea” University of Reggio Calabria, Italy)

During last years the fast technological development has provided new resources for the research in developmental psychology. In particular, the Virtual Reality (VR) technology, supported by the diffusion of hardware devices more easily portable and accessible, constitutes a new frontier for the experimental research and the research on psychological intervention with children (e.g., Romero-Ayuso et al., 2021). Using VR tools, indeed, has some advantages. In terms of basic research, VR allows utilizing stimuli with a precise control of the experimental conditions. In terms of intervention, it is possible to develop and implement VR interventions to be used in combination with or as an alternative to traditional interventions to address children who are experiencing severe life adversities but have less or limited access to professionals, for instance refugee children. Furthermore, VR tools can be used also in promotion of children’s wellbeing and universal prevention actions, providing an attractive and safe context in which improving social skills.

This symposium includes three innovative studies in this line of research, considering the use of VR tools for interventions with children fronting adverse life events (refugees and children involved in bullying) and for research in the area of moral development. The first contribution by Albawab and colleagues presents a study investigating the effectiveness of a VR intervention designed for trauma recovery and emotion regulation among Syrian refugee children. The second contribution by Finne and colleagues reports on two feasibility studies conducted in UK and Norway to codesign a VR tool for antibullying prevention together with children, parents and school professionals. The last contribution by De Angelis and colleagues presents a study on moral decision making in relation to involvement in bullying using a VR immersive scenario to trigger care intuition. Advantages and challenges from using VR for research and intervention with children will be discussed.

VIRTUAL REALITY AS A TOOL FOR TRAUMA RECOVERY AND EMOTIONAL REGULATION IN SYRIAN REFUGEE CHILDREN

Alaa Albawab¹, Muthanna Samara¹, Vedad Hulusic², Aiman El-Asam¹

¹Department of Psychology, Kingston University London (UK), ²Department of Creative Technology, Bournemouth University (UK)

The Syrian war has led to the displacement of millions, with children making up a significant proportion of refugees (Sim 2018; UNOCHA, 2023). Many face psychological distress, yet accessible and culturally relevant interventions remain limited. While prior research has extensively documented the trauma experienced by Syrian refugee children, there is a critical gap in evidence-based psychological interventions tailored to this vulnerable group.

This study evaluates the effectiveness of a five-session Virtual Reality (VR) intervention designed to improve emotional resilience and reduce mental health distress among 62 Syrian refugee children (ages 7–15) residing in Berlin. A longitudinal approach was employed, assessing participants at three time points: pre-intervention (baseline), immediately post-intervention, and at a three-month follow-up.

Findings demonstrate significant improvements in emotional regulation, along with substantial reductions in post-traumatic symptoms, anxiety, and depression symptoms. Positive outcomes persisted at follow-up, suggesting the lasting impact of VR-based interventions.

This study provides compelling evidence for the efficacy of VR as an innovative, accessible psychological tool for displaced children. By offering an engaging, stigma-free alternative to traditional therapy, VR interventions have the potential to bridge critical gaps in mental health support for refugee populations, addressing barriers such as long waiting times and limited access to specialised care.

“PATHWAY TO RESILIENCE” DEVELOPING A VR TOOL FOR BULLYING PREVENTION AMONG CHILDREN: A QUALITATIVE STUDY IN UK AND NORWAY

Johannes N. Finne¹, Magdalena Bacikova², Vedad Hulusic³, Aiman El-Asam², Muthanna Samara², Simona C.S. Caravita⁴

¹Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway, ²Department of Psychology, Kingston University London, UK, ³Department of Creative Technology, Bournemouth University, UK, ⁴Department of Humanities and Social Sciences, Universitas Mercatorum, Italy & Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway

Bullying is one of the most widespread risky behaviours among children, producing negative psychosocial outcomes for the children involved (Moore et al., 2017). Even if researchers have developed anti-bullying interventions, due to limitations in resources and a lack of research into cost-effective solutions, many children do not receive the necessary support. According to recent meta-analyses, there is a great need for new and innovative ways to aid children experiencing bullying (Chen, 2022). This study is part of larger international (UK and Norway) research project aimed to address this issue by developing a VR intervention designed to help children enhance coping and resilience skills and strategies in dealing with bullying.

As first step in the larger project we have conducted a feasibility study in the UK with the aim to co-design the new VR intervention in collaboration with children (aged 7-12), parents, teachers, and school practitioners. The UK study involved 30 participants: 10 parents, 10 professionals (9 teachers and 1 psychologist), and 10 children. The same feasibility study has been organized also in Norway, where three focus groups will be realized involving children, parents, and professionals. All the focus groups in UK and Norway include: interviewing the participants on their views about bullying among children, their awareness of existing anti-bullying interventions at schools, and their views on the VR application in general and specifically to be used to prevent bullying; giving the participants the possibility to try a VR tool designed in UK to support traumatized children, to create a basis upon which they can reflect about the feasibility for VR tool in bullying prevention.

Findings from both feasibility studies will be compared and analysed. Results will be discussed considering how VR technologies can be cost-effective tools for interventions against bullying and its negative outcomes among children.

UTILITARIAN CHOICE IN HOSTILE AND PROSOCIAL ROLES OF BULLYING: USING VR TO INVESTIGATE ADOLESCENTS' RESPONSES AND TRIGGER CARE INTUITION

Grazia De Angelis¹, Chiara Scuotto², Nicoló M. Iannello¹, Angelo Rega¹, Stefano Triberti², Gaetana Affuso³, Pierpaolo Limone⁴

¹School Psychology Laboratory, Department of Psychology and Health Sciences, Pegaso University, Italy, ²Laboratory for Advanced Human-Technology Interaction, Department of Psychology and Health Sciences, Pegaso University, Italy, ³Department of Psychology, University of Campania "L. Vanvitelli", Italy, ⁴Department of Psychology and Health Sciences, Pegaso University, Italy

Despite the wide literature within the framework of the dual process model (Greene et al., 2001), just few studies evaluated the relation between utilitarian/deontological choice in moral dilemmas and behavior. Moreover, just one study, involving primary and middle school students and using only classical procedure, investigated responses of children involved in bullying situations (Belacchi & Farina, 2018). In light of this, the present study will use virtual reality (VR) tools to investigate utilitarian choice in adolescents involved in hostile and prosocial roles of bullying, by presenting them with moral dilemmas, using classical procedure and process dissociation. Additionally, this contribution is aimed at ascertaining if triggering the adequate moral intuition through VR might influence decision making in the proposed moral dilemmas.

Participants will be Italian 9th to 13th grade students. The research procedure will include two phases. Firstly, using VR tools, participants will be presented with classical sacrificial dilemmas, followed, in accordance with process dissociation procedure, with other dilemmas in two variants; they will be asked to choose whether they would harm or sacrifice one person to obtain a positive outcome. Secondly, the participants will be presented with an immersive scenario triggering care intuition, followed by the same moral dilemmas presented in the first phase.

In line with the mentioned study on younger individuals, adolescents involved in hostile roles are expected to give more utilitarian responses to classical sacrificial dilemmas. Also, based on literature on other maladaptive behaviors, we expect that process dissociation will evidence less utilitarian responses in adolescents involved in hostile roles and more utilitarian responses in adolescents involved in prosocial roles. Finally, triggering care intuition is expected to produce a decrease of utilitarian responses to classical dilemmas and an increase of utilitarian responses to other dilemmas. Implications for intervention and usefulness of VR will be discussed.

VIRTUAL REALITY AND ONLINE GAMES TO ASSESS AND PREVENT RISK BEHAVIORS DURING CHILDHOOD AND ADOLESCENCE

Chair(s): **Annalaura Nocentini** (University of Florence, Italy)

Virtual and Augmented Reality, Simulation and Serious Games are digital technologies that have been introduced for psychological assessment and health prevention and promotion in recent decades. Virtual Reality (VR) has emerged as a promising tool used as a learning environment or simulation scenario with a viewer, glasses, and controllers. Its ability to create immersive, engaging, and standardized environments offers unique opportunities for intervention and assessment (Tomczyk et al., 2024). Online simulation games and serious games have proven to be effective and highly motivational educational tools that can increase awareness, teach knowledge, change behavior, and improve skills (Calderon & Ruiz, 2015). Common game mechanics include graphic adventure, role-playing, simulation, question-answer, and narrative games. However, to date, existing interventions are still limited in number and evidence of effectiveness, and there is a clear need for further research before scaling up to effective levels (Halldorsson et al., 2021).

The current symposium aims to discuss the latest technologies used as assessment or intervention tools in the field of aggressive behavior. The different aggressive outcomes (i.e., bullying, cyberbullying, sexual harassment, conduct problems), the different technologies used (VR, online narrative games), and the different mechanism and psychological processes involved are a strength of the symposium.

The first presentation proposed by Ručević and colleagues, focuses on the effectiveness of VR as a tool to study conduct problems and behavioral traits in Croatian children. The second presentation proposed by De Luca and colleagues addresses the effectiveness of an Italian selective intervention using Virtual Reality carried out in classes of adolescents at risk of bullying. The third presentation, proposed by Sánchez-Jiménez and colleagues aims to prevent sexual harassment in Spanish adolescents using VR scenarios. Finally, the fourth presentation proposed by Menesini and colleagues evaluates a bullying prevention intervention using an online narrative game among Italian adolescents.

VIRTUAL REALITY AS A TOOL FOR UNDERSTANDING PSYCHOPATHIC TRAITS AND BEHAVIORAL PATTERNS IN CHILDREN

Silvija Ručević¹, Dino Krupić¹, Sandra Brezetić¹, Tijana Borovac²

¹University of J. J. Strossmayer in Osijek, Faculty of Humanities and Social Sciences,

²University of J. J. Strossmayer in Osijek, Faculty of Education, Cara Hadrijana

Children with conduct problems and psychopathic traits often exhibit reduced prosocial emotions, which can manifest as risk-taking and impulsivity. While traditional methods have explored these behaviors, realistic setups are scarce. Virtual Reality (VR) provides an innovative avenue for observing naturalistic behavior in controlled yet immersive conditions.

This study analyzed data from 175 children, with an average age of 10.29 years ($SD = 1.89$), from the longitudinal ECLAT project. Based on a 0.5 standard deviation threshold, participants were categorized into three groups: those with high conduct problems but low psychopathic traits (CP-only, $n = 24$), high psychopathic traits with low conduct issues (PP-only, $n = 19$), and those exhibiting elevated levels of both (CPPP, $n = 33$).

In the VR task, children participated in a simulated play scenario with a stick-figure dog, where they were instructed to throw a ball or stick for the dog near a cliff. The dog played close to the edge, creating a subtle context of risk. Researchers observed the children's interactions, focusing on how they navigated the situation and whether they demonstrated risk-taking or prosocial behaviors.

The findings indicated that children in the CP-only and CPPP groups were more likely to engage in risky behavior, such as throwing objects over the cliff, jeopardizing the virtual dog's safety. These actions reflected heightened impulsivity and a lack of emotional restraint. Conversely, the PP-only group displayed more calculated behavior, showing greater self-regulation and restraint in their decisions.

This research highlights the effectiveness of VR as a tool to study nuanced psychological and behavioral traits. By offering a dynamic and ecologically valid environment, VR enables researchers to uncover patterns that inform interventions targeting conduct problems and psychopathic traits in childhood. Early identification of these behaviors through VR could also aid in developing preventative strategies to mitigate long-term adverse outcomes.

TARGETING BULLYING BEHAVIORS USING VIRTUAL REALITY (TAB-VR): AN ITALIAN SELECTIVE INTERVENTION

Lisa De Luca, Ersilia Menesini, Annalaura Nocentini

Department of Education, Languages, Interculture, Literature and Psychology, University of Florence

Universal bullying prevention has been primarily framed within a contextual approach that aims to increase the motivation of bystanders to intervene in bullying situations. However, changing the context without focusing on the individual is a limiting approach that neglects the complex interplay between individual and contextual factors. A multifaceted approach that integrates universal prevention for all students with more intensive levels for individual challenges is recommended.

The TAB-VR project is a selective intervention using Virtual Reality carried out on at-risk classes. The intervention consists of three phases: 1) intervention with the whole class; 2) individual VR sessions; 3) intervention with the whole class. The VR session includes two different scenarios that allow the students to take the perspective of victim and bystander to promote antibullying attitudes, empathy and perspective taking, coping strategies for defending, and assertive skills.

The project is still ongoing and has so far involved one Italian secondary school. 98 adolescents (25.8% female; $M_{age}=14.37$; $SD=.73$) were included in the experimental classes and they participated in two data collections (pre and post intervention). Behavioral outcomes will be collected at the end of the school year.

The results show a significant change between pre- and post-intervention for moral disengagement ($F_{(1,90)}=5.148$; $p=.026$), self-efficacy to resist peer pressure ($F(1,90)=8.193$; $p=.005$) negative affect ($F(1,90)=5.369$; $p=.023$). Specifically, there was a decrease in moral disengagement ($T0: M=2.26$; $SD=.56$; $T1: M=2.16$, $SD=.53$), an increase in self-efficacy peer pressure ($T0: M=3.09$; $SD=.69$; $T1: M=3.26$, $SD=.67$), and a decrease in negative affect ($T0: M=3.05$; $SD=1.36$; $T1: M=2.83$, $SD=1.44$). In contrast, the data show stability for empathy and perspective-taking, problem-solving, and interpersonal goals.

Selective intervention with VR appears to increase peer pressure self-efficacy and decrease moral disengagement, influencing bystander behavior. Besides, emotion regulation is affected by VR intervention, improving skills to manage reactions to bullying episodes.

GOBYST!-VR FOR PREVENTING ADOLESCENT SEXUAL HARASSMENT: KEY FINDINGS FROM THE SECOND EDITION

Virginia Sánchez-Jiménez, Ma Luisa Rodríguez de Arriba,
Estrella Durán Guerrero, Javier Ortega-Rivera

Universidad de Sevilla, España

Although sexual harassment is one of the most frequent aggressive behaviours during adolescence, educational prevention programs remain scarce. Recent meta-analyses indicate that interventions based on the bystander model yield the most positive results in this population, as do interventions incorporating innovative resources such as Virtual Reality. The Go-Byst!-VR program is based on these premises. It is a brief bystander-based intervention model that incorporates VR, aiming to foster recognition and awareness toward sexual harassment and to develop bystanders' active strategies to intervene. To achieve this, the program includes an interactive VR scenario, placing adolescents as bystanders in a harassment situation.

This study presents the findings of the second edition of the program. A total of 422 adolescents participated (41.9% girls, Mean age = 14.9 (SD = 1.17), with 277 participants in the experimental group). All participants completed a pre-test and follow-up assessment four months after the intervention.

The analyses showed that the program reduced verbal/visual aggression ($F_{(1,378)} = 6.954$; $p = .009$) and victimisation ($F_{(1,378)} = 5.974$; $p = .015$), online aggression ($F_{(1,376)} = 8.225$; $p = .004$), and the non-consensual sharing of intimate content of third parties ($F_{(1,375)} = 5.755$; $p = .017$). It also reduced moral disengagement ($F_{(1,374)} = 5.074$; $p = .025$), especially among boys, and anger dysregulation ($F_{(1,378)} = 28.836$; $p = .0040$). Regarding the intention to intervene, significant changes were observed only among boys, who increased their intention to stop the aggressor ($F_{(1,360)} = 6.655$; $p = .010$). No changes were observed in self-competence and empathy.

The findings confirm the results of previous editions, showing new evidence that the Go-Byst!-VR program is an effective resource for preventing sexual harassment among adolescents.

WHAT DO ADOLESCENTS THINK? INSIGHTS FROM A THEMATIC ANALYSIS OF (CYBER)BULLYING NARRATIVES

Elena Serritella, Irene Traversi, Andrea Guazzini, Ersilia Menesini

University of Florence

Bullying and cyberbullying are critical global issues rooted in shared social norms and reflected in dominant group narratives. The Counternarratives Approach is an emerging technique for social change that promotes the creation of new shared narratives that are more complex and consistent with multiple points of view.

This study, which is part of a bullying and cyberbullying prevention project, explores the dominant narratives and counter-narratives expressed by 150 Italian adolescents (aged 11–15), from 5 schools in the Florentine area, recruited for the Experimental Group in the context of a randomized controlled trial for an online prevention narrative game (i.e., *Narrative Heroes*). The game allowed teams of 4 anonymous members to respond to a series of “stimulus sentences” (the dominant narratives underlying peer violence) and engage in team discussions in a completely anonymous online context. For instance, students were asked to challenge statements such as “(Cyber)Bullying isn’t a big deal”. At the end of the game, participants were asked to express the most effective strategies for addressing (cyber)bullying issues in their opinion. Their responses and interactions were analysed using Inductive Thematic Analysis.

The analysis revealed two macro themes – Master Narratives and Counter-narratives – capturing agreement, disagreement, and the motivations underlying their positions. Additional themes emerged regarding Social and Personal strategies for combating bullying and cyberbullying within school contexts.

The findings of this study shed new light on young adolescents’ perceptions of bullying and cyberbullying, issues they face daily and feel are not always adequately addressed and understood. Moreover, this study provides actionable insights and best practices for promoting positive narratives. It paves the way for the construction of prevention interventions tailored to the needs and perspectives of the target group, as they are directly suggested by those involved in the issue.

THE ROLE OF INDIVIDUAL AND CONTEXTUAL FACTORS IN THE PROMOTION OF ADOLESCENTS' AND YOUNG ADULTS' CIVIC ENGAGEMENT: INSIGHTS FROM EUROPE

Chair(s): **Nicolò Maria Iannello** (Department of Psychology and Health Sciences, Faculty of Human Sciences, Education and Sport, Pegaso Telematic University, Naples, Italy)

Discussant(s): **Dagmar Strohmeier** (University of Applied Sciences Upper Austria, Linz, Austria; University of Stavanger, Stavanger, Norway)

Adolescence and emerging adulthood are two relevant phases of the lifecycle for the exploration of the mechanisms pushing individuals to civically engage. Indeed, adolescents and young adults undergo significant personal (e.g., changes in attitudes and beliefs) and social (e.g., enlarged social networks) transformations that might lead them to decide to contribute to the well-being of society. The current symposium seeks to elucidate such mechanisms by proposing three contributions which adopt different theoretical perspectives. The first study involved high school and university students from Argentina, Bulgaria, Lithuania, Poland, Ukraine, and the United Kingdom. Two types of predictors of civic and political engagement were explored. The first one was drawn from Schwartz' theory of basic human values; the second one focused on a subset of the attitudes and skills specified by the Council of Europe's Reference Framework of Competences for Democratic Culture. The second study was guided by a socioecological framework and investigated how personal resources (resilience, self-connection) and contextual factors (family quality, COVID-19-related anxiety) sustained Italian adolescents' and young adults' civic engagement during the COVID-19 pandemic, exploring the mediating roles of civic attitudes and altruism. The last study adopted the Positive Youth Development perspective and investigated the unique and combined role of civic discussions with parents and youths' civic competences on the online and offline civic engagement of high school students from Southern Italy. This symposium provides insights into the underlying values, attitudes, and skills that prompt adolescents and young people across different European countries to engage civically and politically. Furthermore, it sheds light on the mechanisms that motivate adolescents and young adults to participate in civic activities and initiatives, even under the constraints of a crisis like the COVID-19 pandemic. Finally, it emphasizes that youth contributions to their communities become particularly effective when adolescents' personal and contextual resources are aligned.

WHAT PREDICTS YOUNG PEOPLE'S CIVIC AND POLITICAL ENGAGEMENT?

Harriet Tenenbaum¹, Martyn Barrett¹, Nikolina Tsvetkova², Maria Stoicheva², Kaloyan Haralampiev³, Antoaneta Getova³, Edyta Widawska⁴, Sabina Pawlik⁵, Saulė Milčiuvienė⁶, Irina Sikorska⁷, Melina Porto⁸

¹School of Psychology, Faculty of Health and Medical Sciences, University of Surrey, UK, ²European Studies Department, Faculty of Philosophy, Sofia University St. Kliment Ohridski, Bulgaria, ³Sociology Department, Faculty of Philosophy, Sofia University St. Kliment Ohridski, Bulgaria, ⁴Faculty of Social Sciences, University of Silesia in Katowice, Poland, ⁵Institute of Education, Faculty of Social Sciences, University of Silesia in Katowice, Poland, ⁶Department of Public Law, Vytautas Magnus University, Lithuania, ⁷Department of Cultural Studies, Mariupol State University, Ukraine, ⁸Institute of Research in Humanities and Social Sciences, Universidad Nacional de La Plata, Argentina

We need to understand why some young people are civically and politically engaged. Young people's civic and political engagement may be predicted from many factors. Our study focused on two types of predictors. The first set of predictors were drawn from Schwartz's theory of basic human values (Schwartz, 2012). Schwartz suggests that values are general beliefs that an individual holds about the desirable goals that should be striven for in life (e.g., justice) that motivate a person's behaviour. Values transcend specific actions and contexts and have a trans-situational applicability. Schwartz posits that values provide the motivational basis for attitudes and behaviour. Our second set of predictors focused on a subset of the attitudes and skills specified by the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC; Barrett et al., 2018).

Participants were 726 high school (238 male, 485 female, 3 non-binary) and 629 university students (119 male, 508 female, 4 non-binary) from Argentina, Bulgaria, Lithuania, Poland, Ukraine, and the United Kingdom.

We conducted a regression model with 7 values from Schwartz, four attitudes from the RFCDC, and three skills from the RFCDC as the predictors, and with civic and political engagement as the dependent variable. The regression conducted across countries was statistically significant, $F(1, 14) = 25.96$, $p < .001$, $\text{Adj } R^2 = .22$. Power-dominance, universalism-nature, openness, respect, civic mindedness, and self-efficacy were statistically significant predictors. Between-country differences will also be discussed.

We will explore how to increase young people's civic and political engagement and how this may be achieved through education. This study is financed by the European Union-NextGenerationEU, through the National Recovery and Resilience Plan of the Republic of Bulgaria, project No BG-RRP-2.004-0008

SELF-CONNECTION AND RESILIENCE AS DRIVERS OF CIVIC ENGAGEMENT: ATTITUDINAL, ALTRUISTIC, AND CONTEXTUAL INFLUENCES IN UNCERTAIN TIMES

Pasquale Musso¹, Cristian Stifano¹, Rosalinda Cassibba¹, Diana Miconi², Radosveta Dimitrova³

¹Department of Education, Psychology, Communication, University of Bari "Aldo Moro", Bari, Italy,

²University of Montreal, Canada, ³Stockholm University

Civic engagement is a key developmental asset in adolescence and emerging adulthood, shaped by personal resources, such as resilience, and relational factors, such as self-connection. However, the psychological mechanisms driving civic participation – particularly in periods of heightened social uncertainty – are not fully understood. This study examined how resilience and self-connection predict civic engagement by testing the mediating roles of civic attitudes and altruism and the moderating effects of family quality and Covid-19 anxiety. Data were collected from 674 Italian youth (*Age* = 19.26; 60% female) between December 2020 and February 2021, during strict social restrictions. Although these data were gathered amid the Covid-19 pandemic, they offer broader insights into how personal and social resources may sustain collective participation under uncertain conditions. Two moderated mediation models were tested via structural equation modeling – one with family quality, one with Covid-19 anxiety as moderators – and both demonstrated excellent fit: $\chi^2(10) = 8.827, p = .549$, RMSEA = .000, CFI = 1.000, and $\chi^2(9) = 9.091, p = .429$, RMSEA = .005, CFI = 1.000, respectively. Civic attitudes and altruism emerged as significant mediators between resilience/self-connection and civic engagement, with self-connection exerting the stronger effect. Family quality did not moderate any path, indicating that these processes are robust across diverse family contexts. Covid-19 anxiety moderated only the direct link between self-connection and civic engagement. In the low-anxiety group, self-connection positively predicted civic engagement, whereas in the high-anxiety group, this effect was not significant, suggesting that elevated anxiety may impair the immediate transition from self-connection to civic action. Crucially, the indirect effects via civic attitudes and altruism remained significant regardless of anxiety level. These findings underscore the pivotal role of self-connection in fostering civic engagement and highlight the need to address anxiety when promoting youth participation in volatile sociopolitical contexts.

A POSITIVE YOUTH DEVELOPMENT PERSPECTIVE ON THE ROLE OF INDIVIDUAL AND FAMILIAL RESOURCES IN ADOLESCENTS' CIVIC ENGAGEMENT AND WELL-BEING

Nicolò Maria Iannello¹, Costanza Baviera², Nicla Cucinella³, Sonia Ingoglia³, Cristiano Inguglia³, Maria Grazia Lo Cricchio⁴, Alida Lo Coco³

¹Department of Psychology and Health Sciences, Faculty of Human Sciences, Education and Sport, Pegaso Telematic University, Naples, Italy, ²Department of Research and Innovation in Humanities, University of Bari "Aldo Moro", Bari, Italy, ³Department of Psychology, Educational Science and Human Movement, University of Palermo, Palermo, Italy, ⁴Department of Humanistic, Scientific and Social Innovation, University of Basilicata, Potenza, Italy

Transformations occurring during adolescence might hinder or foster youths' well-being and attitudes pushing them to contribute to society. Based on the Positive Youth Development framework, positing that mutual relations between youth personal and ecological assets promote youths' optimal growth, this study explored how adolescents' civic competences (individual resources) and civic discussions with parents (ecological resources) uniquely and jointly affect youths' well-being and civic engagement. A mediation structural equation model was applied to data collected from 321 high school students (75% girls) in Sicily (Southern Italy). Civic competences (CC) included empathy, cooperation, responsibility, civic mindedness, and respect. Well-being (WB) encompassed vitality, general health, and positive well-being (e.g., life satisfaction). Online and offline civic engagement (CE) was conceptualized in terms of individual/collective actions addressing societal issues. Civic discussions with parents (CD) were conceived as the extent to which children and parents share their views on questions concerning their communities. Results showed that CD were positively related to youths' CC and WB. Concurrently, respect was positively related to offline CE, responsibility was negatively associated with online CE, and civic mindedness was positively linked to online and offline CE. WB was not significantly related to any of the CC. Findings also evidenced that CD were negatively related to online CE through the mediating role of responsibility, and that civic mindedness positively mediated between CD and online and offline CE. This study underscored the unique contribution of CD on adolescents' CC and WB and of some of the CC on youths' CE. This work also stressed the combined influence of CD and some of the CC on adolescents' CE. Implications for interventions considering the role of parents in promoting adolescents' CC and WB and the impact of CC on CE are discussed. This research was funded by "EU-PON Ricerca e Innovazione 2014–2020 DM 1062/2021".

NOVEL INSIGHTS INTO ADOLESCENT GAMING: FOCUSING ON THE INDIVIDUAL AND PARENTAL CONTEXTS

Chair(s): **Stefanie A. Nelemans** (Utrecht University, the Netherlands)

Discussant(s): **Sabina Kapetanovic** (University West, Trollhättan, Sweden)

Gaming has become increasingly intertwined with the daily lives of adolescents, and international data indicate that most adolescents play online games on a regular basis. Yet, adolescents' gaming behavior and experiences are a critically understudied topic within research on adolescents' digital media use, which hinders clear conclusions on its development, predictors, and consequences. This symposium presents novel insights from three European countries (Belgium, the Netherlands, Sweden) on adolescent gaming. Exploring both individual and parental contexts, it focuses on aspects of parent-adolescent relationship quality, parenting behavior, adolescent gaming motives, and adolescent mental health. The first preregistered study examined adolescent gaming in an individual context using a sample of 1,438 young adolescents from the Netherlands (Grade 7 and Grade 8). It investigated the unique association between gaming intensity and adolescent mental health while controlling for problematic gaming behaviors and whether adolescents' motives for gaming and gender moderate this association. The second multi-informant study examined adolescent gaming in the parental context using a sample of 859 parent-adolescent dyads from a national sample from Sweden. It investigated potential gender differences in discrepancies between parents' and adolescents' perceptions of gaming frequency and gaming-related conflicts, as well as their links with adolescent mental health. The third study employed a longitudinal design to examine the parental context using a sample of 495 adolescents from Belgium ($M_{\text{age}} = 13.85$ years, 57.1% girls). It investigated potential reciprocal, longitudinal associations between problematic gaming behaviors, parental restrictive mediation, and parental communication styles. A discussant will integrate findings from these three European studies, offering broader developmental insights and implications for adolescent mental health.

GAMING AND ADOLESCENT MENTAL HEALTH: GENDER DIFFERENCES AND THE ROLE OF MOTIVES FOR GAMING

Sa Qieer, Margot Peeters, Susan Branje, Stefanie Nelemans

Utrecht University, The Netherlands

Playing online video games has become a popular and highly common leisure time activity among adolescents, especially boys, raising concerns about its impact on mental health. While some research has found that higher gaming intensity is negatively associated with adolescent mental health, such negative outcomes especially seem to occur for a small subgroup of gamers exhibiting more problematic gaming behavior (e.g., Internet Gaming Disorder symptoms). However, few studies have explicitly differentiated normal variation in gaming intensity from problematic gaming behavior. In this preregistered study, we therefore aim to examine the relation between gaming intensity and mental health in early adolescent boys and girls, while controlling for problematic gaming behaviors (i.e., Internet Gaming Disorder symptoms). Additionally, we will investigate whether adolescents' motives for gaming moderate this association. We used data from the first wave of data from The Digital Youth and Identity (DiYo-I) project were used (while the second wave is currently being collected). The sample consisted of 1,438 adolescents in Grades 7 and Grade 8, who completed an online survey of approximately 40 minutes during school hours. In this study, we used information on gaming intensity (recent gaming, frequency, and intensity), gaming motives (Motives for Online Gaming Questionnaire), and mental health (e.g., depressive symptoms, loneliness, life satisfaction). We are in the final stages of preregistration, after which we will access the data. The findings from this study will offer novel insights into the distinct association between gaming intensity and adolescent mental health beyond problematic gaming behaviors, as well as the potential importance of adolescents' motives for gaming in this association.

GENDER DIFFERENCES IN PARENTING ADOLESCENT GAMING BEHAVIOURS: THE ROLE OF PARENT-ADOLESCENT FIT ON ADOLESCENT MENTAL HEALTH

Russell Turner¹, Sabina Kapetanovic², Sabina Vlasman^{1,2}, Sevtap Gurdal²

¹University of Gothenburg, Sweden, ²University West, Trollhättan, Sweden

Parent-adolescent relationships influence adolescent development, and parents play a key role in managing adolescents' gaming behaviors. This study investigates discrepancies between parent and adolescent perceptions of gaming frequency and gaming-related conflicts, exploring potential gender differences and their implications for adolescent mental health. Using a matched-pairs cohort ($n = 859$) of parent-adolescent dyads extracted from a national sample, we examined: (1) differences between parent and adolescent reports of gaming frequency and conflicts, (2) gender differences in parents' reports of adolescent gaming frequency and gaming-related conflicts, and (3) the relationship between gaming frequency, gaming-related conflicts, and adolescent mental health and adolescent gender. Parents' estimations of how often their adolescent gamed, compared to adolescent reports, were higher for girls than for boys. Parents reported more gaming-related conflicts than their adolescents, and boys reported more gaming-related conflicts than girls. Controlling for gaming frequency, conflicts were more strongly associated with lower mental health among girls than boys. Additionally, adolescents with lower gaming levels who experienced conflicts exhibited poorer mental health compared to both conflict-free peers and high-gaming peers who also experienced conflicts. The fit between parental and adolescents' view of the adolescents' gaming behavior and adolescents' perceptions of their own gaming frequency appears to play a significant role in adolescents' mental health. Additionally, gender differences seem to exist in the relationship between parental and adolescent reports of gaming behavior, as well as in the impact of gaming-related conflicts on adolescent mental health. These findings highlight the importance of understanding and addressing both discrepancies in parent-adolescent fit and gender-specific dynamics to foster healthier parent-adolescent relationships and support adolescent mental health. Discrepancies in parent and child reports are discussed noting gaming as a relatively gendered activity playing significant role for adolescent mental health.

ARE PARENTAL BEHAVIORS DRIVING PROBLEMATIC GAMING, OR THE OTHER WAY AROUND? LONGITUDINAL AND RECIPROCAL ASSOCIATIONS BETWEEN CHANGES IN PARENTAL RESTRICTIVE MEDIATION AND PROBLEMATIC GAMING BEHAVIORS

Lowie Bradt¹, Eva Grosemans², Rozane De Cock², Bart Soenens¹

¹Ghent University, Belgium, ²KU Leuven, Belgium

Gaming is a highly prevalent leisure time activity among adolescents, which may help develop several important cognitive, emotional, and social skills. However, some adolescents' gaming behavior is problematic, possibly resulting in addictive and high-risk behaviors such as online gambling. Parents can try to prevent these negative outcomes by imposing rules on their children's gaming behavior (i.e., restrictive mediation). Although parents typically use such restrictive mediation in an attempt to reduce problematic gaming, research shows that the effects of parents' restrictive mediation on adolescents' gaming behavior are rather limited. Scholars therefore suggested that the style in which the mediation is communicated can play a role, in addition to the degree of parental restrictive mediation. It has been argued that an autonomy-supportive communication style would protect against risky gaming behaviors and that a more controlling style would enhance risk for problematic gaming.

Previous research on this topic found that, indeed, parental communication styles are associated with problematic gaming behaviors, on top of the usage of restrictive mediation as such. However, none of these studies are investigating these associations on a longitudinal basis. This presentation will show analyses based on survey data that were collected with a 1-year interval in the context of a broader project (Gameable) among adolescents in Belgium ($N = 495$, $M_{\text{age}} = 13.85$ years, 41.6% boys, 57.1% girls), to take a look at the reciprocal, longitudinal associations between problematic gaming behaviors, parental restrictive mediation behaviors and parental communication styles. Latent change modeling showed that higher levels of autonomy supportive mediation communication styles in restrictive mediation are predictive of a decrease of problematic gaming behavior, while increases in problematic gaming behavior in turn predicted more parental usage of restrictive mediation practices. Implications of the results for research and practice will be discussed.

INDIVIDUAL DIFFERENCES IN ENVIRONMENTAL SENSITIVITY ACROSS DIFFERENT PERSPECTIVES AND CONTEXTS: FROM ITS ASSESSMENT TO ITS ROLE IN YOUTHS' ADJUSTMENT / EADP COLLABORATION GRANT SYMPOSIUM

Chair(s): **Sofie Weyn** (University of Bern, Switzerland)

In the current symposium we aim to explore environmental sensitivity across different perspectives, countries and contexts. Environmental sensitivity is a temperament trait that has recently gained increasing attention due to its importance for socio-emotional adjustment and mental health. Environmental sensitivity explains individual differences in registering, processing, and responding to external stimuli (Pluess, 2015). When the quality of the environment is low (i.e., harsh parenting or stressful life conditions), a heightened environmental sensitivity is a risk factor for externalizing problems in early childhood (Lionetti et al., 2019; Slagt et al., 2018) and for internalizing symptoms from middle childhood to adolescence (Lionetti et al. 2021). Conversely, when exposed to supportive experiences (i.e., positive parenting or intervention programs), highly sensitive youth seem to benefit more in terms of socio-emotional competences (Lionetti et al., 2019; Nocentini et al., 2018). In the current project, that is partly funded by the European Association of Developmental Psychology (EADP) collaboration grant (2024) and is partly a result of the Early Research Union (ERU)-EADP Writing week 2023, we contributed to a psychometric robust assessment of environmental sensitivity across four European countries (i.e., Belgium, The Netherlands, Italy, and Portugal), developmental stages (i.e., early childhood, middle childhood, and adolescence), and perspectives (i.e., self, mother, and father reports). We aimed to better understand the implications of its interaction with several developmental and life contexts (e.g., family context and post-migration) in predicting youth's socio-emotional adjustment and mental health (internalizing symptoms, behavioral problems, social skills, and post-traumatic stress symptoms).

EXAMINING THE PSYCHOMETRIC PROPERTIES OF THE HIGHLY SENSITIVE CHILD SCALE WITHIN AND ACROSS FOUR EUROPEAN COUNTRIES

Sofie Weyn¹, Alessandra Sperati², Chiara Ceccon³, Ana Catarina Canário⁴

¹University of Bern, Switzerland, ²University of Chieti-Pescara, Italy,

³University of Padova, Italy, ⁴University of Porto, Portugal

Individual differences in environmental sensitivity can be measured with the Highly Sensitive Child (HSC) scale (Pluess et al., 2018), which captures both a general sensitivity factor and the three subfactors: Aesthetic Sensitivity, Low Sensory Threshold, and Ease of Excitation. Scores on the HSC scale has been found to moderate the effect of the environment on youth developmental outcomes. The scale has been translated in different languages and is used across many countries. Yet, evidence on the reliability of HSC measures across translations and countries is still scarce (Weyn et al., 2019, 2021). The present study aimed to examine the psychometric properties of the different translations of the HSC scale across four different European countries (i.e., Belgium, The Netherlands, Italy, and Portugal) using a large sample of secondary data ($N = 6248$). We explored the reliability, factorial structure, and tested for measurement invariance across these countries using data from multiple informants and across developmental stages. Measurement invariance was tested using multi-group confirmatory factor analyses. Results showed acceptable internal consistency values for the general sensitivity scale within each country and evidence for full measurement invariance of the HSC scale across (a) Belgium and The Netherlands (self-report), (b) Belgium and Portugal (self-report), and (c) Italy and Portugal (parent report). Partial measurement invariance was found across (a) The Netherlands and Portugal (self and parent reports) and (b) Italy and The Netherlands (self-report). No measurement invariance was found across Italy and Belgium, Portugal (self-reports) and The Netherlands (parent report). Non-invariant items as well as possible explanations for non-invariance (e.g., cultural differences) will be discussed during the symposium. As individual differences in ES are associated with several developmental outcomes, the availability of psychometrically robust measures has important implications for research, clinical practice, and, in a broader perspective, for society, to promote child wellbeing, considering individual needs.

COMBINING MOTHERS' AND FATHERS' PERCEPTIONS TO UNDERSTAND CHILDREN'S ENVIRONMENTAL SENSITIVITY AND IMPLICATIONS FOR EMOTIONAL ADJUSTMENT

Alessandra Sperati¹, Yujin Lee², Ecem Cicek³, Antonio Dellagiulia⁴, Stefanos Mastrotheodoros⁵, Michael Pluess⁶, Francesca Lionetti⁷

¹University of Chieti-Pescara, Italy, ²University of York, United Kingdom, ³Ankara University, Turkey, ⁴Salesian University of Rome, Italy, ⁵University of Crete, Greece; Utrecht University, the Netherlands; European Association of Developmental Psychology, ⁶University of Surrey, United Kingdom, ⁷University of Pavia, Italy

Individual differences in environmental sensitivity (ES) moderate the effects of the family environment on children's adjustment, with highly sensitive children being more prone to behavioural problems when exposed to adverse contexts, but also more likely to benefit from enriched experiences than less-sensitive children. However, empirical evidence on ES in early childhood is limited and relies mostly on mother reports.

This preregistered study investigated (1) the association between mothers' and fathers' perceptions of their child's ES, including the exploration of measurement invariance between informants, and (2) its role in moderating the association between parenting (i.e., acceptance) and child behavioral problems, as reported by both parents. Participants were $N = 271$ mother-father dyads with a preschooler.

Results showed a strong correlation ($r = .75$) between fathers' and mothers' reports of child ES and satisfactory parameters were obtained from the multi-group confirmatory factor analysis (CFA). These findings suggest that the scale effectively captures individual differences in child ES across informants, providing first empirical evidence for its use with fathers, suggesting that a single-parent perspective might be reliable and sufficient, depending on research needs and available resources. Pertaining to the moderating role of combined child's ES, findings suggest that child's ES significantly interacted with maternal acceptance on internalizing symptoms reported by both parents. Highly sensitive children were more prone to self-deprecation and appeared concerned and sad over time, as perceived by both parents, particularly in the context of low maternal (but not paternal) warmth behaviours and loving gestures. When combining fathers and mothers' acceptance, a similar trend was observed. Findings suggest that while the inclusion of father-related parenting variables did not provide significant information beyond the mothers' report, integrating both mothers' and fathers' perspectives on children's individual characteristics and developmental outcomes may offer a more comprehensive understanding than relying on informant-specific variables alone.

EFFECTS OF STANDARD TRIPLE P DELIVERED IN REAL-WORLD SETTINGS: ARE THERE BENEFITS TO PROGRAM OUTCOMES RELATED TO CHILDREN'S SENSITIVITY?

Rita Pinto, Ana Catarina Canário, Orlanda Cruz

University of Porto, Portugal

Parenting programs are structured interventions known to improve parenting practices and, with that, reduce children's behavioral difficulties. While these programs are known to have an effect on children through their parents' behaviors and relationship quality, we also know that children are not equally influenced by changes in parenting. Indeed, as stated by the environmental sensitivity framework, individuals differ in their sensitivity to environmental quality.

In the current study, we evaluate the effects of the parenting program Standard Triple P (STP) on parents' practices and mental health and children's behaviors and social skills, determining whether the effects of the intervention are moderated by children's environmental sensitivity.

Following a quasi-experimental design, the study included 94 parents of children aged 6 to 12 engaged with Child Protective Services. Participants received either the STP (n=43) or care as usual (n=51) in community-based services. Parents completed measures on their parenting practices, mental health, and children's behavior and social skills at baseline and after the intervention (3 months after baseline). Parents also completed the proxy version of the Highly Sensitive Child scale at baseline.

Mixed analyses of variance and moderation analyses were performed. Results revealed that parents who received STP reported less ineffective parenting practices and improved mental health; and their children showed less behavior and emotional problems and more pro-social behavior. Parents who identified their children as highly sensitive reported greater benefits from the intervention in terms of child behavior, with their children presenting fewer behavior problems after STP, than those with moderate or low levels of sensitivity. The findings seem to suggest that the benefits of STP seem to be larger for highly sensitive children. Children's sensitivity is a relevant characteristic to address in the evaluation of parenting programs and should be a focus of attention in future research.

THE ASSOCIATION OF POSTMIGRATION STRESSORS AND INTOLERANCE OF UNCERTAINTY TO POSTTRAUMATIC STRESS DISORDER IN ASYLUM SEEKERS: THE MODERATING ROLE OF ENVIRONMENTAL SENSITIVITY

Chiara Ceccon¹, Ughetta Moscardino¹, Libera Ylenia Mastromatteo¹,
Sara Scrimin¹, Francesca Lionetti², Michael Pluess³

¹University of Padova, Italy, ²University of Pavia, Italy, ³University of Surrey, United Kingdom

Research indicates that asylum seekers are at higher risk of posttraumatic stress disorder (PTSD), with the postmigration environment and other individual characteristics explaining such vulnerability. However, little is known about how these aspects are linked to the DSM 5 PTSD symptom clusters and whether individuals' sensitivity to environmental influences moderates these associations. This study aimed to investigate the association of postmigration stressors and intolerance of uncertainty to severity of PTSD symptom clusters, postulating moderation by sensitivity.

Participants were 157 male asylum seekers (*Age* = 26 yrs, *SD* = 6) mostly originating from West Africa and hosted in second-line facilities in Northeastern Italy. Asylum seekers were interviewed by trained researchers in their preferred languages using standardized questionnaires.

The most frequent postmigration stressors were being unable to find work, separation from family, fears of being sent home, and delays in processing the asylum application. Forty-one percent of participants scored above the cutoff score for clinical PTSD. At the bivariate level, more postmigration stressors and intolerance of uncertainty were associated with higher levels of negative cognitions/affect and hyperarousal; in addition, postmigration stressors were related to increased intrusion. In multivariate regressions, low sensitive individuals with high levels of postmigration stressors reported less avoidance symptoms than those with average or high levels of sensitivity. Moreover, average and highly sensitive asylum seekers with high levels of uncertainty intolerance reported more negative cognitions/affect than low sensitive ones.

The findings suggest that postmigration stressors and intolerance of uncertainty play differential roles in the development of PTSD symptom clusters, and that sensitivity can either buffer or exacerbate these associations particularly in relation to avoidance and negative cognitions/affect symptoms. Overall, the study lends support to a diathesis-stress model and underscores the need for interventions supporting asylum seekers' ability to cope with uncertainty and national policies reducing structural challenges.

SCREEN-BASED MEDIA USE AND COGNITIVE DEVELOPMENT IN PRESCHOOL AGE

Chair(s): **Roma Jusienė**

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Screen-based media use, particularly TV watching, has been linked to negative child development and health outcomes during the past decades. Based on scientific and practical evidence, many countries are consistent in recommending no more than one hour per day of screen time for children aged 2 to 5 years, and no screen time for younger children. Despite these recommendations, also keeping in mind that various types of screens are becoming an integral part of family and children's life, toddlers and preschoolers are overusing screens. As early childhood is a period of rapid cognitive development, there is a need to proceed with evidence-based discussion on whether and how screen-based media usage could affect child cognitive development, in particular focusing on language development and executive function (EF). Moreover, the significance of interplay with other contextual factors in child development (e.g., child sleep and child-parent interactions) should also be considered.

In this symposium we present results of several recent and ongoing studies aiming to analyze the screen-based media use as related to 2- to 5-year-old children's EF and language development. R.Jusienė starts with analysis of the associations between preschoolers' parent-reported language skills and screen time and type using data from Lithuanian child samples. T.Tulviste proceeds with results of a study conducted in Estonia, aimed at investigating the link between children's screen time, the duration of parent-child verbal interactions, and children's language skills. Further, E.Axelsson comes with an important discussion on how much screen time predicts EFs and whether it interacts with sleep and content type in a sample of Australian preschoolers. Finally, L.Rakickienė adds to the discussion on cognitive development and screen use in early years, presenting results from very recent study which examined the relationship between children's screen use and executive functions, assessed both by lab tasks and parent and teacher reports.

ASSOCIATIONS BETWEEN PRESCHOOLERS' LANGUAGE SKILLS AND SCREEN MEDIA TIME, TYPE, AND CONTENT

Roma Jusienė, Edita Baukienė, Rima Breidokienė, Lauryna Rakickienė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Early years is an important and sensitive period for language development. Available data suggest that speech and language disorders are found in 15-25% of pre-school children, and these disorders are more common in boys, with three times as many delayed language development and twice as many speech and language disorders as in girls. During the past decades, modern family life is „saturated“ with technologies and various screen based media use, bringing in researchers' debates on the effects of it on child development. Thus, we aim to analyse the associations between screen-based media use, both duration, e.g., screen time, type of it (TV, PC, tablet, smartphone) and content (e.g., animation, games, short videos), and pre-schoolers' language skills.

Data coming from two samples of pre-schoolers (3 to 5 years old), gathered in year 2017 (N=563) and in year 2021 (N=260) were used in this study. Parents of children reported the child's screen use, speech problems and language skills.

Results show around 20 per cent of pre-schoolers (15% girls and 25% boys) have speech problems and almost one-fourth (15% girls and 30% boys) were rated by their parents as having less language skills than peers, with the comparable proportion in both samples. The less language skills and more speech problems were significantly related to longer screen time, and especially to TV viewing and using smartphones for viewing short videos. Results of multinomial regression analysis revealed that screen time was the main predictor in distinguishing children with better language skills in comparison to other pre-schoolers. Also, child gender and parental education were additional, but not permanent, predictors of language skills.

Discussion highlights the practical implications of the results and some methodological limitations, as well as the need for longitudinal studies in a field.

SCREEN TIME VS. PARENT-CHILD CONVERSATIONS IN TODDLERS' LANGUAGE DEVELOPMENT

Tiia Tulviste, Jaan Tulviste

University of Tartu, Estonia

Research suggests that screen use may negatively impact early language development in children. This may potentially be caused by reduced parent-child face-to-face interactions – an essential factor for early language acquisition. Few studies have directly examined this possibility. This study investigated the link between children's screen time, the duration of parent-child verbal interactions, and children's language skills. Mothers of 540 children aged 2;0 to 4;0 years completed a questionnaire detailing their child's daily screen time and time spent talking with adults on a typical weekend day. To assess children's vocabulary and grammatical skills, parents also completed the Estonian CDI-III. Results indicated that prolonged screen time was associated with shorter durations of parent-child conversations. As predicted, being male, higher screen time, and shorter duration of talking with adults were related to poorer vocabulary and grammatical skills.

The study highlighted the importance of reducing screen time in young children and encouraging meaningful face-to-face conversations with adults to support early language development.

SCREEN TIME AND EXECUTIVE FUNCTION IN PRESCHOOLERS: INTERACTIONS WITH SLEEP, CONTENT TYPE AND DEGREE OF INTERACTION

**Emma L. Axelsson, Alyssa Quinn, Isabelle Robbins, Madeleine Gale,
Samantha Playford**

School of Psychological Sciences, University of Newcastle, Australia

Relationships between screen time and cognition in early childhood are reportedly mixed. Sleep is important for children's learning and memory and there is mounting evidence that screen time disrupts sleep. Children who meet the recommended guidelines for screen time, physical activity, and sleep, perform better on cognitive measures (Walsh et al., 2018). Some studies also find that sleep moderates the relationship between screen time and cognition (e.g., Nathanson & Beyens, 2018). Therefore, we incorporate sleep into investigations of screen time and early cognitive development. Other factors that could explain the mixed findings are the content type children engage with, such as entertaining and educational,

and whether they engage passively or actively with the content. Therefore, we take a comprehensive approach to investigating screen time and cognitive development. We measured two hundred 3- to 5-year-old Australian children's executive functions (EFs) using the Early Years Toolbox (<https://www.eytoolbox.com.au/>): visuo-spatial working memory, attention shifting, and inhibition. How much screen time predicts EFs and whether it interacts with sleep, content type, and interaction levels will be discussed.

PRESCHOOLERS' USE OF DIFFERENT SCREEN-BASED DEVICES AND ITS RELATION TO THEIR EXECUTIVE FUNCTIONING: INSIGHTS BASED ON EF TASKS AND REPORTS FROM PARENTS AND TEACHERS

**Lauryna Rakickienė, Rugilė Vaitkūnaitė, Roma Jusienė,
Ramunė Dirvanskienė, Rima Breidokienė**

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

The rapid growth of digital technology has sparked global concerns about its effects on young children's cognitive development. While a recent meta-analysis found no relationship between overall parent-reported screen time and executive functions (Bustamante et al., 2023), researchers acknowledge that evidence remains inconclusive and call for further studies that consider contextual factors of screen use, such as content type, device type, age of onset and activities during screen-free time (Huber et al., 2018; Lakicevic et al., 2025). Additionally, methodological challenges in measuring executive functions (EFs) may contribute to inconsistent findings. On the one hand, "pure" EF tasks for young children are difficult to design, as performance is heavily influenced by developing language and reasoning. On the other hand, strictly controlled lab tasks may lack ecological validity, given the ultimate goal of understanding the effects of digital technology on children's real-life functioning.

This recent study examined the relationship between preschool children's screen use and executive functions, assessed both by lab tasks and parent and teacher reports. The Shape School, Missing Scan, and Head and Feet tasks were administered to 101 preschoolers (55.4% female; $M = 59.65$ months, $SD = 6.55$) to assess set shifting, working memory, and inhibitory control. Parents reported children's daily screen use across different devices and provided contextual information on screen use. Additionally, parents and preschool teachers of 68 children completed a short EF difficulties scale developed by the authors of this study. We hypothesize that screen time will correlate more strongly with parent- and teacher-reported EF difficulties in daily life than with task performance, with effects varying by device type and screen use context.

BEYOND SNAPSHOTS: UNPACKING EDUCATIONAL DEVELOPMENT THROUGH LONGITUDINAL RESEARCH

Chair(s): **Saule Raiziene**

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Lauryna Rakickienė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Researchers have long sought to understand how students' academic trajectories are shaped by individual, social, and systemic factors. However, many studies rely on cross-sectional data, limiting our ability to capture developmental patterns and causal relationships. This symposium brings together four longitudinal studies spanning the full trajectory of formal education—from early elementary school to the transition into higher education—offering deeper insights into the interplay between emotional and motivational factors, social support, and educational systems in shaping students' academic outcomes.

The first presentation examines trajectories of parental emotions in homework situations among primary school children and their associations with task persistence and academic performance over time. The second presentation explores the longitudinal interrelations between perceived psychologically controlling teaching and students' value and cost of learning mathematics in high school, aiming to shed light on how classroom experiences and motivational beliefs shape each other over time. The third presentation investigates how internalizing symptoms develop during upper secondary education and their long-term implications for labor market integration, highlighting the protective role of social support. The fourth presentation analyzes how educational tracking in Romania contributes to disparities in academic achievement, with lasting effects on higher education access and career opportunities.

By leveraging longitudinal methodologies, these studies move beyond static snapshots of educational experiences and offer a richer understanding of how psychological, social, and systemic factors interact over time. The findings underscore the importance of supportive home and school environments, as well as equitable educational policies, in fostering student success. This symposium also aims to stimulate discussion on the need for more longitudinal research to better inform interventions and policies that promote positive academic and life outcomes.

TRAJECTORIES OF PARENTAL POSITIVE AND NEGATIVE EMOTIONS IN HOMEWORK SITUATIONS: ASSOCIATIONS WITH CHILDREN'S TASK PERSISTENCE AND PERFORMANCE

Justina Davolyte¹, Saule Raiziene², Gintautas Silinskas¹

¹Department of Psychology, University of Jyväskylä, Finland

²Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Parental help with homework is a frequent parental activity at the start of children's school career and it is often accompanied by a range of emotions. Previous studies have shown that parental emotions in homework-help situations may relate to children's learning outcomes. However, little is known about how parental emotions during homework change over primary school. Therefore, we examined the trajectories of parental positive and negative emotions during Lithuanian primary school (Grades 2, 3, and 4) and investigated how they relate to children's task persistence and academic performance in Grades 2 to 4. A total of 651 children (47% girls) and their parents in Lithuania participated in this study. Two latent growth mixture models were built to examine trajectories—one for positive and one for negative emotions. The differences in children's task persistence and academic performance in those trajectories were explored by using the BCH approach in Mplus. First, the results identified five trajectories for positive emotion: average stable (42.3 %), below average stable (9.7%), increasing (2.8 %), highly positive decreasing (12.1 %), and positive decreasing (33.1 %). Also, four negative emotion trajectories were identified: stable (35.3 %), decreasing (31.2 %), increasing (25.9 %), and strongly increasing (7.6%). Second, trajectories of positive emotions did not differ in children's task persistence or academic performance. Regarding negative emotion trajectories, children's task persistence was higher in stable and decreasing trajectories compared to increasing and strongly increasing trajectories. Academic performance was higher in decreasing trajectory compared to stable, increasing, and strongly increasing. Overall, the results suggest that parental emotions in homework situations change and form distinct trajectories over primary school, and the trajectories of negative emotions in particular are associated with children's learning outcomes.

EXPLORING THE IMPACT OF PSYCHOLOGICALLY CONTROLLING TEACHING ON STUDENTS' EMOTIONAL COST AND ATTAINMENT VALUE IN MATHEMATICS

Saule Raiziene, Lauryna Rakickiene, Dovile Butkiene

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Situated Expectancy-Value Theory (Eccles & Wigfield, 2020) highlights the role of situational variables in shaping students' motivational beliefs, yet empirical research—especially longitudinal—on how contextual factors like teacher behavior influence these beliefs remains limited. One key aspect of teacher behavior is psychologically controlling teaching, which imposes excessive pressure on students (Soenens et al., 2011) and may be used more in high-stakes courses such as mathematics. This pressure may lead to more negative emotions while learning math, contributing to greater emotional cost. Further, students may try to protect their self-worth from excessive pressure by reducing the perceived importance of success in math, lowering attainment value. This study explores the bidirectional interrelations over time between perceived psychologically controlling teaching, emotional cost and attainment value of learning mathematics during the first three semesters of high school. A cross-lagged panel analysis was conducted on 1,202 Lithuanian ninth-grade students (58.3% female, $M = 14.88$ years) from 24 high schools who participated in all three waves of a larger longitudinal study on math motivation. Self-report measures assessed attainment value (5 items), emotional cost (5 items), and psychologically controlling teaching (7 items). Results revealed a bidirectional relationship between perceived psychologically controlling teaching and emotional cost across the second and third time points, as well as between emotional cost and attainment value. Between the first and second time points, unidirectional relationships emerged: emotional cost predicted both psychologically controlling teaching and attainment value. Indirect path analysis showed that higher emotional cost led to increased psychological control, which, in turn, further heightened emotional cost. Additionally, higher emotional cost lowered attainment value, subsequently contributing to even greater emotional cost. These findings suggest that negative feelings attributed to mathematics may affect students' susceptibility to controlling teacher behavior, leading to a more negative perception of teaching and mathematics.

DEVELOPMENTAL PATTERNS OF INTERNALIZING SYMPTOMS IN UPPER SECONDARY EDUCATION: ASSOCIATIONS TO LABOR MARKET MARGINALIZATION AND THE ROLE OF SOCIAL SUPPORT

Vilija Hiltunen¹, Noona Kiuru², Daria Khanolainen¹, Kaisa Aunola², Karoliina Koskenvuo³, Minna Torppa⁴, Eija Pakarinen⁴, Kati Vasalampi⁵

¹Faculty of Education and Psychology, University of Jyväskylä, ²Department of Psychology, University of Jyväskylä, ³The Social Insurance Institution of Finland, Helsinki, Finland; University of Helsinki, Faculty of Medicine, ⁴Department of Teacher Education, University of Jyväskylä, ⁵Department of Education, Special Education, University of Jyväskylä

The increasing prevalence of adolescents' internalizing symptoms are raising major concerns. Internalizing symptoms may disrupt everyday functioning and put adolescents at potential risk for later difficulties to effectively integrate into labor market. Therefore, the current study investigated the developmental patterns of Finnish adolescents' ($n = 4007$; 54.7% girls; Mean age = 17.3[2.6] years) internalizing symptoms (i.e., somatic complaints, anxiety, depressive symptoms, social anxiety, and fear) in upper secondary education (Year 1 spring and Year 3 fall). In addition, the study investigated the role of perceived social support and risks for labor market marginalization. The potential risk for labor market marginalization in terms of qualifications from upper secondary education, received basic social assistance, use of antidepressants, and rehabilitative psychotherapy were obtained by register data. In addition, adolescents answered about their substance use. Perceived social support from parents, teachers, peers, and school welfare services, and adolescents' internalizing symptoms were obtained by adolescents' self-reports. The study found three developmental patterns in terms of adolescents' individual internalizing symptoms: *low to moderate increasing symptoms* (71.6%), *high decreasing depressive symptoms* (5.2%), and *moderate symptoms* (23.2%). Adolescents who had *low to moderate increasing symptoms* perceived higher parent and peer support and had a lower potential risk for labor market marginalization than the remaining two groups. In addition, results showed that adolescents with either *high decreasing depressive symptoms* or *moderate symptoms* sought support from a school psychologist or school social worker more often than the adolescents with *low to moderate increasing symptoms*. Results showed that almost one third of adolescents in upper secondary education had moderate or high internalizing symptoms, which places them at potential risk for later labor market marginalization. The study emphasizes the importance of a supportive home and school environments to mitigate the prevalence of internalizing symptoms and potential labor market marginalization.

PROSPECTIVE DIFFERENCES IN ACADEMIC ACHIEVEMENT DURING ADOLESCENCE: THE ROLE OF EDUCATIONAL TRACKING

Daria Dodan¹, Oana Negru-Subtirica¹, Raluca Szekely-Copandean²

¹Department of Psychology, Babes-Bolyai University, Romania; Self and Identity Development Lab, Department of Psychology, Babes-Bolyai University, Romania, ²Department of Psychology, Babes-Bolyai University, Romania

Tracking is one pathway through which inequalities in education are perpetuated. This is also true for the Romanian educational system, where tracking begins in upper-secondary education and is a highly selective process. Students with the best academic performance typically choose academic-oriented tracks within prestigious high schools, and underachieving students tend to end up in technological or vocational tracks. As part of the HORIZON project *Longitudinal Educational Achievements: Reducing iNequalities* (LEARN, project ID: 101132531), this study examined how academic and non-academic tracks fared in terms of students' promotion rates and results at the Baccalaureate exam. For this purpose, we used secondary data from three prior longitudinal studies on Romanian high school students and computed class-level prospective results at the Baccalaureate exam based on publicly available country-level data. Preliminary results indicate that, for classes with an academic track, the highest class-level average for the Baccalaureate exam was 9.48, while the lowest was 6.88. For classes with a non-academic track, the highest class-level average for the Baccalaureate exam was 8.90, while the lowest was 5.33. Overall, more students from classes with an academic track participated and passed the first session of the Baccalaureate exam. This study has important implications given that only students who passed the Baccalaureate exam are eligible to continue into higher education, and, in Romania, students' performance over the high school years and results at the Baccalaureate exam are often used as selection criteria for university admission. This means that differences, in terms of academic achievement, between academic and non-academic tracks have long-lasting effects on students' career and occupational opportunities, which deepen pre-existing educational divides.

RISK AND PROTECTIVE FACTORS IN PARENTING AND THEIR IMPACT ON CHILDREN'S DEVELOPMENT: FAMILY SYSTEMS CONSIDERATIONS

Chair(s): **Carmen Berenguer** (University of Valencia)

Discussant(s): **Simona De Stasio** (LUMSA University),

Benedetta Ragni (LUMSA University)

Parenting is a pivotal factor in children's development, with risk and protective elements shaping outcomes across emotional, behavioral, and cognitive domains. This symposium brings together a series of studies examining the interplay of important family systems factors in diverse family contexts, highlighting their role in fostering or hindering children's developmental trajectories.

Specifically, Dr. Sirotkin and colleagues will present a study that explores infants' emotion regulation during triadic family interactions using a new coding system, MITER (Measuring Infant Triangular Emotion Regulation) (Sirotkin et al., 2019), hypothesizing that children's triadic emotion regulation strategies would positively relate to coparenting quality and negatively to children's negative emotionality and parental depression, that coparenting quality and infant emotion regulation would be bidirectionally linked, per family systems theory, and that infants' triadic emotion regulation would buffer the effect of parental postpartum depression on children's negative emotionality.

Dr. Carmen Berenguer will present an RCT study in which she implemented and tested the efficacy of an innovative internet-delivered psychosocial program aimed at reducing parenting stress and coping strategies in families with 7-11-year-old children diagnosed with autism.

Finally, Dr. Ragni and colleagues will present a cross-sectional study conducted with Italian parents of children aged 3-6 years, with the main aim of investigating the mediating role of mindful parenting in the relationship between parental technoference, defined as interruptions in parent-child interactions caused by parental technology use (McDaniel & Coyne, 2016) and two critical child development outcomes: children's emotional regulation and behavioral difficulties.

Together, these studies provide a comprehensive understanding of how parenting processes interact with environmental, social, and individual variables to shape children's developmental pathways. The symposium aims to foster dialogue on the design of effective, culturally sensitive interventions that enhance protective mechanisms while addressing contextual risks.

INFANT TRIADIC EMOTION REGULATION: RELATIONS WITH COPARENTING AND EXPLORATION OF GENDER DIFFERENCES

Yana Segal Sirotkin¹, Benedetta Ragni², Carla Smith Stover³, James P. McHale¹

¹University of South Florida, Family Study Center, ²LUMSA University, Italy, ³Yale University Child Study Center

Children's emotional regulation (ER) develops within family relationships and is vital for social development (Morris et al., 2007). Shifting from dyadic to triadic dynamics, this study examined the contributions of both parents to infants' ER (Favez et al., 2006; McHale, 2007). Building on prior findings establishing the influence of coparenting quality, parental depression and child's gender on children's ER development (Gallegos et al., 2017; Maughan et al., 2007; De Mendonça, Bussab, & Kärtner, 2019), we assessed these relationships in triadic family contexts.

Sixty-nine families with 12-month-old children, participated in a randomized controlled trial evaluating a coparenting intervention for unmarried Black parents. Using the Lausanne Trilogue Play Paradigm and the Measuring Infant Triangular Emotion Regulation (MITER) system, researchers observed children's triadic ER while both parents reported on child emotionality, coparenting alliance, and depression.

Results revealed several meaningful findings. First, a significant bidirectional relationship emerged between children's triadic ER and coparenting quality. Second, triadic ER moderated the relationship between parental depression and children's negative emotionality: there was a reduced impact of parental depression on children's negative emotionality among families with above-average triadic ER. Third, intervention group families reported lower levels of negative emotionality in their children compared to the control group. Finally, given comparable parental mental state and coparenting alliance, boys demonstrated significantly better emotion regulation with both parents compared to girls.

These findings highlight the importance of triangular family dynamics for children's emotional development. The protective role of effective triadic ER skills in the context of parental depression suggests the importance of family-level processes in supporting children's regulatory abilities. Gender-specific patterns in regulation strategies underscore the value of exploring developmental pathways for boys and girls within family systems separately. The study emphasizes the wisdom of considering multiple family factors when understanding and supporting children's emotional development, particularly within triadic contexts.

ONLINE PSYCHOSOCIAL INTERVENTION FOR FAMILIES OF CHILDREN WITH AUTISM: IMPACT ON COPING STRATEGIES AND PARENTAL STRESS

Carmen Berenguer

University of Valencia

Recent research indicates that psychosocial interventions incorporating psychoeducation and cognitive-behavioral training for parents can effectively manage children with autism spectrum disorder (ASD). These interventions empower parents to regulate their children's behavior, positioning caregivers as agents of change. However, traditional interventions often face limitations, such as non-randomized study designs and accessibility barriers for families. In-person formats can pose logistical challenges, particularly for families in rural areas or those struggling with work-life balance. Despite the proven benefits of structured interventions, many families of ASD children still lack access to these essential psychosocial supports (Danielson et al., 2018).

This study aimed to assess the effects of an internet-delivered psychosocial program on parenting stress and coping strategies among families with ASD children.

Parents of ASD 7-11-years children were randomly assigned in a 1:1 ratio to either the Psychosocial Program group (n=32) or a Control group (n=30). The psychosocial program was delivered remotely via an online platform. Parent-reported measures of parenting stress and coping strategies were assessed at three time points: before the intervention, immediately after the intervention and six months post-intervention. A two-way mixed analysis of variance (ANOVA) was conducted, with group (intervention vs. control) as the between-subjects factor and time (pre-intervention, post-intervention, and follow-up) as the within-subjects factor.

Parents in the psychosocial program group reported significantly lower levels of parenting stress and higher levels of positive coping strategies both immediately after the intervention and six months post-intervention compared to the control group.

The findings suggest that the internet-delivered psychosocial program is a promising and accessible approach for empowering parents. This program may be particularly beneficial for families with limited access to traditional services, as it can be completed from home. Overall, the online psychosocial intervention appears to be an effective and accessible strategy for improving the well-being of both parents and their children.

THE MEDIATING ROLE OF MINDFUL PARENTING IN THE RELATIONSHIP BETWEEN TECHNOFERENCE AND CHILD DEVELOPMENT OUTCOMES

Ragni Benedetta, De Stasio Simona, Paoletti Daniela, Forentini Giulia

LUMSA University, Italy

The increasing integration of digital technology into daily life has introduced unique challenges for modern parenting. Technoference, defined as interruptions in parent-child interactions caused by parental technology use (McDaniel & Coyne, 2016), has been linked to diminished parental responsiveness and lower-quality interactions, adversely impacting children's emotional and behavioral outcomes. Despite growing evidence, the mechanisms underlying these effects remain underexplored, especially in families with preschool children. Mindful parenting, characterized by attentiveness, emotional regulation, and present-centered parenting (Bögels, et al., 2014), has been identified as a protective factor against stressors in the parent-child relationship, including the use of technology. Yet, despite its linkages to parent and child well-being, little is known about how the technology context, in particular, may promote or hinder mindful parenting (Lippold et al., 2022).

The main aim of the current study was to investigate the role of mindful parenting in mediating the relationship between technoference and two critical child development outcomes: children's emotional regulation and behavioral difficulties.

A sample of 201 Italian parents (61.7% mothers) with children aged 3-6 years completed self-report questionnaires: Technoference in Parenting Scale, Emotional Regulation Checklist, Strengths and Difficulties Questionnaire, Interpersonal Mindfulness in Parenting Scale (subscales listening with full attention and self-regulation). Structural Equation Modeling was conducted to evaluate the mediation model. The final model exhibited good fit (RMSEA = 0.047; CFI = 0.962; TLI = 0.945; SRMR = 0.047). Results showed that parental perceived technoference indirectly predicts, through mindful parenting, both children's emotion regulation ($b = -0.314$, $p = 0.025$, $R^2 = 0.35$) and behavioural difficulties reported by parents ($b = .400$, $p = 0.001$, $R^2 = .44$).

These findings highlight that the adverse effects of technoference on child development are indirect, mediated through its weakening of mindful parenting. This underscores the importance of interventions aimed at reducing technoference and promoting mindful parenting to enhance parent-child interactions and foster positive developmental outcomes.

INDIVIDUAL, CONTEXTUAL, AND TEMPORAL ANTECEDENTS AND CONSEQUENCES OF ETHNIC-RACIAL DISCRIMINATION AMONG CHILDREN AND YOUTH / EADP COLLABORATION GRANT SYMPOSIUM

Chair(s): **Savaş Karataş** (Martin Luther University Halle-Wittenberg, Germany)

Ethnic-racial discrimination is prevalent in today's superdiverse societies (e.g., European Commission, 2023). In adolescence, frequent experiences of discrimination were associated with less favorable psychosocial adjustment, such as lower academic success, heightened psychological distress, increased substance use, and greater engagement in risk-taking behaviors (e.g., Benner et al., 2018; Civitillo et al., 2024). Despite extensive evidence of its adverse effects, further systematic research needs to explore how individual, contextual, and developmental factors shape its impact. This symposium brings together studies with children and youth to advance knowledge on the antecedents and consequences of ethnic-racial discrimination.

First, in their multi-study research conducted with children in The Netherlands, *Sierksma and Poorthuis* explore the helping behavior of Dutch White children and address whether children provide less empowering help to peers with marginalized ethnic backgrounds. Next, *Karataş et al.* examine how ethnic identity affirmation and the development of a coherent sense of overall self are longitudinally associated with peer ethnic discrimination among ethnic minority youth in Italy. Afterward, using a co-sibling control design, *Del Toro et al.* disentangle the moderating role of a sibling's ethnic-racial identity exploration and commitment in the longitudinal associations between ethnic-racial discrimination and mental health among youth in the U.S. Finally, *Civitillo et al.* present meta-analytic findings from intensive longitudinal studies examining the between-person and within-person associations between ethnic-racial discrimination and mental health.

Overall, this symposium combines studies employing distinct yet complementary methodological approaches to enhance our understanding of the individual (identity), contextual (family, peer socializations), and temporal (short-time scale assessments) factors linked to ethnic-racial discrimination across diverse cultural contexts and age groups.

HOW DO CHILDREN DISTRIBUTE DIFFERENT TYPES OF HELP? THE ROLE OF TASK DIFFICULTY AND RECIPIENT'S ETHNICITY

Jellie Sierksma, Astrid Poorthuis

Utrecht University

A promising solution to overcome group-based biases is to encourage prosocial behavior such as helping across group boundaries early in life. Yet, not all help is equal. Some help, for example, does not provide recipients with opportunity to develop their skills (e.g., providing correct answers; outcome-oriented help) while other types are more empowering (e.g., providing strategies; mastery-oriented help).

Across three preregistered studies, we examined *how* Dutch White children (7–12 years) help peers. We hypothesized that children might help peers who belong to migrant groups (i.e., Black, Middle Eastern) in less beneficial ways compared to peers who belong to non-migrant groups in their society (i.e., White), especially when tasks are difficult. We used a cover story to introduce children to White and Black peers (Study 1-2; total $N = 406$) or White and Middle-Eastern peers (Study 3; $N = 180$) who worked on difficult or easy word-puzzles (within-subjects). Peers then asked for help and participants could provide either a hint (mastery-oriented help) or the correct answer (outcome-oriented help) on one puzzle.

In all studies, children provided less mastery-oriented help on difficult tasks. The internal meta-analysis of Study 1 and 2 further showed that when tasks were difficult, Dutch children gave Black peers less mastery-oriented help than White peers, particularly when they evaluated this group very positively. Conversely, children helped White and Middle-Eastern children similarly.

These results suggest that in some situations helping can back-fire: When peers need to practice the most (i.e., tasks are difficult), children provide the least beneficial help. A tendency that is amplified when they help peers who belong to stigmatized ethnic groups they sympathize with or perceive as needing extra help. Thus, peer-to-peer-helping can sometimes hamper learning and perpetuate inequality.

THE COST OF PEER ETHNIC DISCRIMINATION: INTERRELATIONS WITH ETHNIC IDENTITY AND IDENTITY COHERENCE AMONG ETHNIC MINORITY ADOLESCENTS

Savaş Karataş¹, Jana Vietze², Chiara Ceccon³, Ughetta Moscardino³

¹Martin Luther University Halle-Wittenberg, ²Erasmus University Rotterdam,

³University of Padova

A fundamental developmental task for ethnic minority adolescents is forming a coherent global identity, which is inextricably intertwined with the fulfillment of the acculturative task of ethnic identity development (Mastrotheodoros et al., 2021; Meca et al., 2017). While *feeling* positively about their ethnic group membership (i.e., ethnic identity affirmation) may contribute to forming a coherent sense of *overall* self among youth (Crocetti et al., 2024), ethnic discrimination poses a higher risk to both (Del Toro et al., 2021). Given the central role of the interactions within peer groups throughout adolescence (Brown & Larson, 2009; Karataş, 2024), this risk may be heightened when young people experience ethnic discrimination during peer socialization. Therefore, this study explores how ethnic identity affirmation and global identity development are longitudinally associated with perceived peer ethnic discrimination.

To unravel these over time associations, a Cross-Lagged Panel Model was conducted with 280 ethnic minority adolescents in the North-East of Italy ($M_{age}=14.29$, $SD_{age}=0.87$, 59.3% female; 76.40% 2nd generation). Findings revealed the negative reciprocal longitudinal associations between perceived discrimination and ethnic identity affirmation. That is, the higher perceived peer discrimination was related to relatively lower ethnic identity affirmation at a later time point, and vice versa. Additionally, the higher perceived peer discrimination was related over time to relatively lower personal identity coherence. Finally, a bidirectional relationship emerged between ethnic identity affirmation and global identity coherence, indicating that stronger ethnic identity affirmation was linked to relatively higher identity cohesion over time, and vice versa.

Overall, the findings reaffirm the detrimental effects of peer discrimination. However, they also underscore the protective role of holding strong positive feelings about the ethnic group against discrimination. Such findings offer a nuanced perspective to understand how to best promote harmonious interactions within ethnically and culturally diverse peer groups to foster youth's identity development.

ETHNIC-RACIAL IDENTITY EXPLORATION INSTILLS EARLY ADOLESCENTS OF COLOR WITH RESILIENCE AGAINST RACIAL/ETHNIC DISCRIMINATION: A CO-SIBLING CONTROL STUDY

Juan Del Toro¹, Warren C. Aguilar², Junqiang Dai³, Charissa Cheah²

¹University of Minnesota-Twin Cities, ²University of Maryland-Baltimore County, ³Georgia State University

Adolescents of color engage in ethnic/racial identity (ERI) development to understand their ethnicity/race (Umaña-Taylor, 2023). ERI exploration is youth's curiosity about the meaning of their ethnicity/race; ERI commitment reflects youth's sense of connection to their race/ethnicity (Phinney & Ong, 2007). These two identity processes differ in how they help youth cope with discrimination (Yip et al., 2019). However, most studies rely on between-person comparisons, which are susceptible to sporadic relations and unmeasured confounds. Building on prior work, the present study leveraged the co-sibling control design to test the following primary research question: Does a sibling's ERI exploration and commitment modify the degree to which discrimination is associated with their mental health one year later.

Participants were 1,624 11-to-12-year-old siblings nested across 805 families (34% Black, 37% Latinx/é, 3% Asian, 26% Other youth; 51% females, 49% males). Youth completed measures of ethnic/racial discrimination (Gonzalez et al., 2021) at baseline; attention problems, internalizing symptoms, and externalizing symptoms (Achenbach, 2009) at baseline and one-year follow-up; and ERI development (Phinney & Ong, 2007) at the one-year follow-up. Covariates included baseline mental health, race/ethnicity, sex, and age. Multilevel models in *Mplus* included family-mean centered measures to estimate sibling discordant scores for all constructs.

Adolescents experiencing more discrimination than their siblings reported more internalizing symptoms, more attention problems, but did not differ on externalizing symptoms one year later. These relations were significantly moderated by ERI exploration (but not commitment). Simple slope analyses showed that siblings reporting +1 standard deviation on ERI exploration showed weak relations between racial/ethnic discrimination and each mental-health indicator than did siblings reporting -1 standard deviation on ERI exploration.

ERI exploration protected adolescents experiencing frequent ethnic/racial discrimination. Our co-sibling control design amplified the depiction of resiliency and yielded recommendations for future research regarding the roles of ERI in adolescence.

SYSTEMATIC REVIEW AND META-ANALYSIS: RACIAL-ETHNIC DISCRIMINATION AND YOUNG PEOPLE'S MENTAL HEALTH IN INTENSIVE LONGITUDINAL STUDIES

Yijie Wang¹, Qi Huang¹, Daeun Kim¹, Jiayi Liu¹, Sylvia Lin¹, Youchuan Zhang¹, Juan Del Toro², Sauro Civitillo³

¹Michigan State University, ²University of Minnesota Twin Cities, ³Utrecht University

This meta-analysis examined whether there is a significant within-person association between racial-ethnic discrimination and mental health in intensive longitudinal studies among adolescents and young adults. A follow-up systematic review examined potential differences by time scale (same-moment, next-moment, same-day, next-day). A comprehensive and systematic literature search was conducted across PsycINFO and PsycArticles, Web of Science, and Pubmed (before November 2024). All included studies were coded by sample, context, design, measurement, results, and time scale. Study quality was assessed by criteria developed from existing reviews. For studies that provided effect sizes, within-person and between-person correlations were synthesized separately in a meta-regression framework using robust variance estimations. A follow-up systematic review of all included studies compared study findings of within-person associations between discrimination and mental health at more nuanced time scales: same-moment (i.e., real-time), next-moment, same-day, and next-day.

The meta-analysis synthesized 96 effect sizes from 24 studies (16 independent projects), 3,035 total participants, and 104,602 possible data points. Racial-ethnic discrimination showed a small but significant association with mental health at the within-person level ($r = -.11$), and a moderate and significant association at the between-person level ($r = -.27$). The associations exhibited a similar pattern for negative mental health but were not significant for positive mental health outcomes. The systematic review (28 studies from 20 projects, 3,719 participants, and 107,931 possible data points) identified most consistent associations during the same moment (real-time), which weakened over other time scales.

Findings highlighted a meaningful within-person association between racial-ethnic discrimination and young people's mental health outcomes. Prevention and intervention can address daily exposure to discrimination to prevent the accumulation of discrimination stress over time. Future research should also explore whether discrimination influence negative and positive mental health outcomes in distinct ways across varying time scales.

CULTURAL SOCIALIZATION AND IDENTITY DEVELOPMENT ACROSS CONTEXTS: FAMILY, SCHOOLS, AND INTERVENTIONS

Chair(s): **Danila Tran-Thuy-Duong** (Martin Luther University Halle-Wittenberg, Germany)

Discussant(s): **Linda Juang** (University of Potsdam, Germany)

Cultural identity development and socialization processes play a crucial role in shaping intergroup relations and intercultural competences of adolescents (Hughes et al., 2006). The extent to which families, schools, and interventions support these processes has significant implications for socialization messages, cultural attribution and cultural awareness. This symposium provides insights about possible precursors and outcomes of national and cultural identity development across diverse populations (i.e., parents, ethnic minority and majority students, and unaccompanied immigrant minors) in the German and Italian context.

First, Aral and Juang explore how discrimination experiences shape the meaning of being German among parents of immigrant descent and how their understanding of national identity relates to ethnic-racial socialization messages transmitted to their children. Their findings suggest that experiences of discrimination shape parents' understanding of German identity, which in turn influences socialization practices.

Next, Tran-Thuy-Duong et al. compare the cross-sectional links of family socialization practices and school multicultural approaches with cultural attribution among ethnic minority and majority students, exploring cultural identity development as a potential mediator.

Finally, Ceccon et al. evaluate the effects of an adapted Identity Project intervention on unaccompanied immigrant minors in a non-formal educational setting in Italy. Qualitative findings reveal increased cultural awareness, intergroup understanding, and personal growth among participants.

Together, these studies employ diverse methodological approaches to offer new insights into the complex interplay of societal, familial and institutional influences on national and cultural identity. These findings can advance our understanding of how to support national and cultural identity formation in order to promote positive social and psychological outcomes.

DIFFERENT MEANINGS OF BEING GERMAN AND THEIR RELATIONS TO ETHNIC-RACIAL SOCIALIZATION AMONG PARENTS OF IMMIGRANT DESCENT

Tuğçe Aral, Linda Juang

University of Potsdam, Germany

Ditlmann, and Kopf-Beck (2019) explored different ways German citizens perceive being German, yet only 15% of their participants had an immigrant descent. The meaning of being German for people with immigration history might differ. Discrimination experiences weaken ethnic minority and immigrant descent individuals' national identification across different country contexts (e.g., Fleischmann et al., 2019). Ethnic-racial socialization research suggests that parents who often experience discrimination are more likely to provide their children with messages on discrimination (Hughes, 2003). We do not know whether parents' understanding of who is considered "German" is related to the ethnic-racial socialization messages they transmit to their children.

This study aims to 1) explore the meaning of being German among parents of immigrant descent and identify latent profiles of German identities, 2) examine the predictors of the latent profile membership, and 3) investigate relations between the identity profiles and parental ethnic-racial socialization. All hypotheses were pre-registered.

Participants were 531 parents of immigrant descent (60% female) with school-aged children who completed an online survey in 2022. We measured the meaning of being German using 12 items (adapted based on Ditlmann & Kopf-Beck, 2019) and parental socialization using three subscales (i.e., racism, color-evasive and egalitarian/pluralistic) of ethnic-racial socialization scale for parents of immigrant descent (Juang et al., 2025). Findings show that experiences of discrimination may be associated with parents of immigrant descent's understanding of German identity, which, in turn, may be linked to ethnic-racial socialization messages. Further analyses will be conducted to test various predictors of German identity profile membership including religion, gender, self-ascribed cultural identification, and contextual diversity.

FAMILY CULTURAL SOCIALIZATION AND MULTICULTURAL SOCIALIZATION IN SCHOOLS: LINKS WITH CULTURAL IDENTITY AND CULTURAL ATTRIBUTION

Danila Tran-Thuy-Duong¹, Savaş Karataş¹, Maja K. Schachner¹, Linda Juang²

¹Martin Luther University Halle-Wittenberg, Germany, ²University of Potsdam, Germany

Socialization in family and school is crucial for adolescents as they establish their own identities and navigate the social world. Youth primarily learn about their cultural group(s) through cultural socialization practices in their families (Hughes et al., 2006). In school, adolescents may learn about diverse cultures and engage in cultural exchange through multicultural approaches (Bardach et al., 2024). The resulting cognitive growth and intercultural knowledge may increase cultural attribution, defined in this study as attributing behavior to one's cultural identity. Thus, we first examine how (multi)cultural socialization in family and school is associated with cultural attribution.

Socialization in family and school is linked to cultural identity development. The resulting increase in cultural identity salience may heighten cultural attribution. Accordingly, the second goal is to explore whether cultural identity development mediates the relationship between (multi)cultural socialization and cultural attribution.

We collected cross-sectional survey data from 400 adolescents ($M_{age} = 13.21$, $SD_{age} = .95$, 53% female, 22.6% ethnic minority) in Germany. Family cultural socialization was measured with the Family Ethnic Socialization Measure (Umaña-Taylor et al., 2004), while school multicultural socialization was measured with the Heritage and Intercultural learning subscale of the Classroom Cultural Diversity Climate Scale (Schachner et al., 2021). The Ethnic Stigma Consciousness subscale of the Social Identities and Attitudes Scale (Picho & Brown, 2011) captured cultural attribution. The Ethnic Identity Scale-Brief (Douglass & Umaña-Taylor, 2015) measured cultural identity exploration and resolution.

Confirmatory Factor Analyses will assess the Cultural Attribution Scale's validity, followed by measurement invariance testing of each study variable across ethnic minority and majority groups. Structural Equation Modeling (SEM) will examine main study aims, with indirect effects tested via Model Indirect command in Mplus. Multigroup analysis will assess SEM robustness across groups. Findings can provide insights into individual-level attribution processes and their multidirectional relation with broader systematic factors.

EVALUATING THE EFFICACY OF THE IDENTITY PROJECT INTERVENTION WITH UNACCOMPANIED IMMIGRANT MINORS: PRELIMINARY EVIDENCE FROM ITALY

Chiara Ceccon¹, Ughetta Moscardino¹, Michela Forcella¹, Marta Macaluso², Massimiliano Pastore¹, Adriana J. Umaña-Taylor³

¹University of Padova, Italy, ²University of Bologna, Italy, ³Harvard Graduate School of Education, USA

Research shows that a strong cultural identity, i.e., how individuals define themselves in relation to their heritage culture, is linked to greater well-being and intercultural competence in adolescence. The *Identity Project* (IP) was developed in the United States as an 8-week school-based intervention fostering well-being and interethnic relationships through the stimulation of cultural identity processes (Umaña-Taylor & Douglass, 2017). Previous studies demonstrated its efficacy also in the Italian school context (Ceccon et al., 2023). The IP was then adapted and piloted with unaccompanied immigrant minors (UIMs), receiving positive feedback in terms of feasibility and salience. Nonetheless, further research is warranted to ascertain its efficacy in non-formal educational settings, such as residential care communities.

This study aimed to assess the efficacy of the IP among 71 male UIMs ($M_{\text{age}} = 16$, $SD = 0.85$, range = 14-18 yrs) from 14 origin countries (the main ones being Egypt, Albania, and Tunisia), who were assigned to intervention ($n = 34$) and control groups ($n = 37$). UIMs self-reported on their cultural identity exploration and resolution 1 week before intervention (T0, pretest), 9 weeks after baseline (T1, posttest), and 13 weeks after baseline (T2, follow-up). Focus group discussions were conducted after intervention end.

Bayesian analyses did not reveal an effect of the IP on cultural identity exploration at post-test, nor a cascading effect on resolution at follow-up. However, qualitative analyses indicated that participants perceived meaningful benefits from the program, including increased reflection and learning about their own and others' cultures; development of strategies to face stereotypes and discrimination; and promotion of personal growth and values, such as listening, patience, and respect. The discrepancy between quantitative and qualitative findings is discussed in relation to methodological challenges and the unique characteristics of UIMs. Implications for research and future intervention implementations targeting underrepresented youth are considered.

ESCAPING WAR IS ONLY HALF THE JOURNEY: CORRELATES AND ANTECEDENTS OF PSYCHOSOCIAL FUNCTIONING IN CHILDREN AND ADOLESCENTS FROM A REFUGEE BACKGROUND

Chair(s): **Saira Wahid** (Utrecht University)

Discussant(s): **Michael Pluess** (University of Surrey)

Individuals who have been exposed to war and displacement are often exposed to pre-migration traumatic events and post-migration stress, experiences that can severely disrupt psychosocial functioning (Melamed et al., 2024). When these adversities occur during developmentally sensitive windows they can have long-lasting consequences on youth's functioning (de Moor et al., 2019) such as lowered trust perception, disrupted identity development, and post-traumatic stress symptoms. While these challenges could be a direct result of exposure to these major life events, they could also be indirectly shaped by a compromised parenting environment in which youth grow up.

To this end, the present symposium combines several studies on different aspects of refugee youth's psychosocial functioning. First, using a validated trust task, *Michalek et al.* examine age-related changes in trust perception among Syrian refugee children and its links to mental health. Second, using a survey design, *Wahid et al.* investigate the relation of trauma and post-migration stress with self-concept clarity in Ukrainian refugee youth. Third, using experience sampling methods, *Eltanamy et al.* call attention to momentary manifestations of trauma as a potential mechanism explaining the relation of post-migration stress with parental cognitions and behaviors in Syrian refugee parents.

Overall, using diverse methods and highlighting different antecedents of psychosocial functioning, this symposium aims to contribute to a better understanding of the immediate context of children and adolescents with a refugee background.

TRUST PERCEPTION IN SYRIAN REFUGEE CHILDREN

**Yulan Chen¹, Lina Qtaishat², Matteo Lisi³, Rana Dajani⁴, Amal El Kharouf⁵,
Sophie von Stumm⁶, Kristin Hadfield⁷, Isabelle Mareschal⁸, Julia Michalek⁸**

¹University College London, ²Taghyeer, Jordan, ³Royal Holloway University of London, ⁴The Hashemite University, ⁵University of Jordan, ⁶University of York, ⁷Trinity College Dublin, ⁸Queen Mary University of London

Children who have suffered adversity tend to be less trusting of others. A critical aspect of trust perception central to psychosocial development involves evaluating other people's trustworthiness based on their facial features. While a reduction in perceived facial trustworthiness has been previously observed in maltreated children, it is unclear whether trust perception is also affected in children who have experienced other forms of adversity, such as war trauma and displacement. In this pre-registered study, we investigated the perception of trust and its links to mental health among refugee children in Jordan.

Syrian refugee children ($N = 324$, $M_{\text{age}} = 6.32$ years) completed a validated trust task with computer generated faces varying in perceived trustworthiness. Mothers ($N = 324$, $M_{\text{age}} = 32.59$) provided information about their child's mental health, as well their own mental health and their relationship with their child. We found age-related changes in perceived trust, with older children perceiving faces as less trustworthy than younger children ($B = .32$, $p < .001$). However, trust perception was not linked to child internalising or externalising symptoms. We also found no association between child's trust perception bias, mothers' mental health or the mother-child relationship quality (all $p < .1$).

Although how children make social judgments might be associated with psychosocial and emotional functioning in non-refugee populations of children with history of adversity, refugee children's mental health does not seem to be linked to their perception of trust in this sample. This hints at fundamental differences in the development of trust perception in the context of adversity related to forced displacement and war, compared to interpersonal trauma. Our results also suggest that trusting others might diminish with age in displaced children populations.

SHADOWS OF PAST AND PRESENT: THE RELATION OF TRAUMA AND POST-MIGRATION STRESS WITH SELF-CONCEPT CLARITY AMONG UKRAINIAN YOUTH

Saira Wahid, Hend Eltanamly, Andrik Becht, Sander Thomaes, Susan Branje
Utrecht University

Developing beliefs about the self that are clearly defined, internally consistent, and stable over time is a crucial developmental task during adolescence (Campbell et al., 1996). To establish such self-concept clarity, adolescents need stability in daily routines and in how they perceive the world (Benner et al., 2018). Adolescents who have been exposed to war and displacement are exposed to potentially traumatic events, and tend to experience post-migration stress in their resettlement contexts. Such experiences, both pre- and post-migration, can disrupt the daily stability needed to establish a clear sense of self (Melamed et al., 2024). Refugee adolescents therefore face significant obstacles to forming a clear self-concept.

This pre-registered study investigates (1) to what extent PTSD and post-migration stress relate to self-concept clarity in displaced Ukrainian youth (12-18 years) living in the Netherlands ($N = 221$), and (2) whether high levels of post-migration stress exacerbate the relation between PTSD and self-concept clarity. We hypothesize that post-migration stress will be a stronger predictor of self-concept clarity than PTSD. Additionally, we hypothesize that post-migration stress will moderate the relation of PTSD with self-concept clarity. Finally, we will conduct sensitivity analyses testing whether including disorganization to the self in PTSD (i.e., complex PTSD) has a stronger effect on self-concept clarity than PTSD alone.

Data for this study have been collected. Hypotheses will be tested using multiple linear regression and data analysis will be finished before the conference. The findings of this paper can be helpful to contribute to the mostly qualitative and domain-specific identity literature on refugees, and to help develop interventions aimed at fostering a clear sense of identity in young refugees.

DO MOMENTARY MANIFESTATIONS OF TRAUMA EXPLAIN THE LINK BETWEEN POST-MIGRATION STRESS AND PARENTING IN REFUGEE FAMILIES?

Hend Eltanamly¹, Fabian Baier¹, Patty Leijten², Sander Thomaes¹,
Geertjan Overbeek²

¹Utrecht University, ²University of Amsterdam

Momentary experiences of discrimination, language barriers, unfamiliar situations, and lack of belonging (i.e., post-migration stress) are linked to reductions in refugee parent's sense of agency and competence in their parenting role (i.e., parental self-efficacy), and to how much autonomy they grant their adolescent children. Much less is known, however, about the mechanisms through which post-migration stress shapes parental cognitions and behaviours. Specifically, momentary micro-stressors may trigger intrusive thoughts, alternations in cognitions and mood, and feelings of isolation (i.e., momentary manifestations of trauma), which in turn could contribute to lower parental self-efficacy, and reduced autonomy support.

This study examines whether momentary manifestations of trauma mediate the link between post-migration stress and refugee parents' self-efficacy. Additionally, we test whether momentary manifestations of trauma differentially mediate the relationship between post-migration stress and autonomy-supportive parenting (subdimensions: perspective-taking and choice-granting). Specifically, we test whether trauma symptoms predict reduced parental perspective-taking while increasing choice-granting in interactions with children. Findings will provide insight into how post-migration stressors shape parental cognitions in refugee families and the nuanced impact of momentary trauma symptoms on parental autonomy support.

This pre-registered study uses experience sampling methods (i.e., parents reported on momentary questionnaires, 10 times per day, at quasi-random times, for 6–8 days) to examine within-person micro-processes among 73 refugee parents in the Netherlands. Data will be analysed using dynamic structural equation modelling.

Fifty-five refugee parents of adolescent children resettled in the Netherlands (72% Syrian; *Mage* children = 12.81) reported on post-migration stress, post-traumatic stress, parental self-efficacy, and autonomy support up to 10 times daily for 6–8 days. This work can inform interventions aimed at strengthening parental self-efficacy and autonomy-supportive practices in refugee populations. Additionally, the study will enhance our understanding of how micro-stressors influence trauma symptoms in refugee parents, elucidating a potential mechanism underlying compromised parenting in displaced families.

A grayscale photograph of a historic building courtyard. The building features a triangular pediment with three circular windows and a row of rectangular windows below. To the right, another building with a tiled roof and a church tower with a dome is visible. A large tree is in the foreground, and a bench is at the bottom left.

ROUNDTABLE DISCUSSIONS & WORKSHOPS

Discussion: SUSTAINABLE DEVELOPMENTAL SCIENCE

Chair(s): **Spyridon Tantaros** (National & Kapodistrian University of Athens, Greece)

Discussant(s): **Dagmar Strohmeier** (University of Stavanger, Norway),

Willem Koops (Utrecht University, The Netherlands),

Susan Branje (Utrecht University, The Netherlands),

Linda Juang (University of Potsdam)

As global challenges increasingly shape the future of research, sustainability has become a key consideration in developmental science. This roundtable will bring together representatives of EADP, EARA, SRA, ISSBD and ICDSS to explore how research can be conducted responsibly, ensuring ethical, environmental, and long-term societal benefits. Discussions will examine the integration of sustainable methodologies, the responsible use of resources, and the role of interdisciplinary collaboration in fostering impactful and equitable research. Participants will also address challenges in implementing sustainable practices, including balancing scientific rigor with ecological and ethical considerations. A non-trivial example is the issue of sustainable traveling to multiple conferences, which requires coordinated efforts among scientific societies to reduce environmental impact while maintaining opportunities for scholarly exchange. By fostering an open exchange of ideas, this session aims to inspire innovative approaches that integrate sustainability into the core of developmental science, ultimately contributing to a more responsible and forward-thinking research landscape.

Discussion: BRIDGING DEVELOPMENTAL RESEARCH AND POLICY: GLOBAL STRATEGIES FOR IMPACT

Chair(s): **Susan Branje** (Utrecht University, The Netherlands)

Discussant(s): **Nancy Hill** (Harvard University, USA),

Shanu Shukla (Masaryk University, Czech Republic),

Simona Caravita (Universitas Mercatorum, Italy, & University of Stavanger, Norway),

Vaishali Raval (Miami University, USA),

Velma McBride Murry (Vanderbilt University, USA)

Conducting developmental psychological research with direct policy implications is crucial for fostering societal well-being and shaping a more equitable future. By examining policy-oriented research across diverse cultural contexts, we can refine our methodologies, broaden our perspectives, and develop policies that enhance education, mental health support, and social services on a global scale. Such research plays an important role in creating more inclusive and resilient communities by ensuring that developmental insights are translated into meaningful, evidence-based policy interventions.

This roundtable discussion focuses on developmental research explicitly designed to influence policies related to child and adolescent development, one of the key foci of the International Consortium of Developmental Science Societies (ICDSS). Key topics can include international collaborations, securing and managing research funding, structuring large-scale research initiatives, navigating political landscapes, and effectively leveraging media to amplify research impact. By drawing from real-world examples, participants will highlight how developmental research has shaped policies in various regions and discuss the broader challenges associated with bridging the gap between research and policymaking.

Furthermore, this session will encourage an interactive exchange of ideas among participants and audience members, fostering a critical discussion on both the opportunities and obstacles inherent in policy-driven developmental research. We can explore strategies for enhancing research visibility, addressing ethical considerations, and overcoming barriers to implementation. Through this dialogue, we aim to advance the conversation on how developmental psychology can meaningfully inform policies worldwide, ultimately contributing to improved well-being for children, adolescents, and societies at large.

Workshop: STRUCTURAL EQUATION MODELING IN DEVELOPMENTAL PSYCHOLOGY: LONGITUDINAL AND EXPERIMENTAL DATA ANALYSIS TECHNIQUES

Chair(s): **Inga Truskauskaite**

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

This hands-on workshop focuses on advanced applications of Structural Equation Modeling (SEM) in developmental and intervention research. Participants will learn how to analyze longitudinal and experimental data using various SEM techniques, progressing from basic to more complex models. The workshop covers essential longitudinal approaches, including latent change models, latent growth curves, and cross-lagged panel models. Special attention will be given to conditional models incorporating experimental conditions, with emphasis on testing intervention effectiveness and analyzing factorial experimental designs. Participants will learn how to model intervention effects on growth trajectories and handle multiple treatment conditions. The workshop will also address practical challenges such as multiple group analysis and missing data handling. This workshop is designed for researchers and doctoral students who have basic knowledge of SEM and are interested in applying these methods to analyze developmental processes and intervention effects. Participants will gain hands-on experience in model specification, estimation, and interpretation of results in the context of developmental research.

Workshop: FROM DEVELOPMENTAL SCIENCE TO SOCIETAL IMPACT

Chair(s): **Lysanne te Brinke** (Erasmus University Rotterdam)

Discussant(s): **Tuğçe Aral** (University of Potsdam), **Chiara Ceccon** (University of Padova)
and **Maria Chiara Basilici** (University of Florence) on behalf of ERU board

When conducting developmental research, we all face similar challenges, but these challenges are rarely reflected in our scientific papers or training programs. Questions such as, How can the results of our research be useful to the society we live in? How to translate our science to a broader public without being too unnuanced? How to incorporate the lived experiences of children, youth, and families into our work? To address these challenges, this interactive pre-conference workshop, organized by the EADP's Early Researchers Union Board, focuses on creating societal impact through science communication and participatory research methods.

In the first part of this workshop, we will focus on making developmental research of value to societal stakeholders such as teachers, parents, clinicians, and youth, through science communication and engagement methods. Different science communication methods (e.g., outreach) will be covered: from blog-writing to communication via traditional and social media. The workshop organizers share successful outreach projects, including tips and tricks for dissemination. Subsequently, the attendees will work on their own outreach-strategy.

In the second part of this workshop, we will explore how to effectively integrate participatory research methods into developmental research, in order to strengthen research-to-action processes. Through practical examples and tips, attendees will learn how to involve their target groups at different stages of the research process. Moreover, we will cover how to build inclusive, sustainable, and equitable partnerships. Lastly, the attendees will work on a strategy to incorporate co-creation and design-thinking approaches into their own projects.

Workshop: PREVENTING ANXIETY AND DEPRESSION IN CHILDREN AND ADOLESCENTS

Chair(s): **Cecilia Essau** (University of Roehampton)

Cognitive-behavioral therapy (CBT) has a strong evidence base for preventing anxiety and depression in adolescents, with up to 65% of adolescents showed significant improvement in anxiety- and depression-related outcomes to CBT. Despite strong evidence that lifestyle factors (e.g., exercise, diet and sleep), benefit mental health, intervention programmes that integrate healthy lifestyle habits within CBT-based interventions to address anxiety and depression are currently lacking.

This workshop will focus on “Super Skills for Life” program (SSL), a transdiagnostic CBT-based programme for preventing anxiety and depression and for promoting healthy lifestyles. SSL focuses on: (1) promoting healthy lifestyles; (2) building emotional resilience through stress management; (3) encouraging peer learning and building peer networks; and (4) promoting self-confidence and social skills. For more information about SSL, please go to: <https://www.cecilia-essau.com/psychological-intervention>

Key Learning Objectives

At the conclusion of the workshop, participants should have a good knowledge of:

- The prevalence, comorbidity, course, and cultural manifestations of anxiety and depression in children and adolescents.
- The core components of the SSL.
- Skills in delivering the core components of the SSL.
- Barriers and challenges in adapting evidence-based CBT-based intervention across cultures.

Training Modalities: Techniques used in the SSL will be described and illustrated through lecture, role play, and video clips.

Additional information: Essau, C.A. & Ollendick, T.H. (Ed.) (2013). The Wiley-Blackwell Handbook of the treatment of childhood anxiety. Oxford: Wiley-Blackwell.



ORAL PRESENTATIONS

ANTENATAL PREDICTORS OF PARENTAL GATEKEEPING AMONG FIRST-TIME MOTHERS AND FATHERS

Kamil Janowicz, Konrad Piotrowski

SWPS University, Poland;

kjanowicz@swps.edu.pl

Parental gatekeeping is a phenomenon referring to the aspect of a co-parenting relationship between parents and captures how they influence the second parent's functioning in a parental role by control, encouragement and discouragement. Although it is a relevant topic for family studies, most of the former research on predictors of parental gatekeeping was cross-sectional and limited to mothers. Thus, we conducted a preregistered longitudinal dyadic study to investigate antenatal predictors of parental gatekeeping among men and women.

We recruited 234 couples of first-time Polish mothers and fathers aged from 21 to 46 ($M = 30.92$; $SD = 4.00$). The first wave was conducted during the second or third trimester of pregnancy, and the second wave was one year after childbirth. Adopting Structural Equation Modelling, we explored personality traits, perfectionism, parental identity, romantic identity and the intensity of depressive symptoms during pregnancy as the potential predictors of mothers' and fathers' gatekeeping.

Our results revealed many significant differences between mothers and fathers in terms of antenatal predictors of further parental gatekeeping. The only two joint predictors were stronger commitment and in-depth exploration, which predicted higher encouragement. For mothers, we also found that e.g. stronger control was predicted by lower commitment in the romantic domain and stronger depression symptoms, while stronger discouragement was by lower agreeableness, lower intellect (openness), lower commitment in the romantic domain and stronger depression symptoms. For fathers, we additionally found that stronger control was predicted by lower conscientiousness and emotional stability, stronger encouragement by higher extraversion, and stronger discouragement by stronger commitment in the parental domain.

Our findings suggest that different factors may shape maternal and paternal gatekeeping. These results shed new light on the predictors of parental gatekeeping and may importantly influence psychological practice in the perinatal period.

THE ROLE OF NARRATIVE PROCESSING OF SELF-DEFINING EVENTS FOR IDENTITY DEVELOPMENT IN EMERGING ADULTS: RESULTS FROM TWO RANDOMIZED CONTROLLED TRIALS

Kamil Janowicz¹, Emilia Soroko²

¹SWPS University, Poland; ²Adam Mickiewicz University, Poland

kjanowicz@swps.edu.pl

Narrative psychology suggests that the narrative processing of meaningful personal events is significant for identity development. However, the number of experimental studies that have tested this idea is limited. What is more, previous research on this topic mostly focused on the potential role of narrative processing of past experiences and paid little attention to future-oriented narrative activity. Our two-experiment study with randomized controlled trials bridged this gap and explored how narrative processing of self-defining memories (SDMs) and self-defining future projections (SDFPs) influenced identity processes and identity distress in emerging adults.

In Study 1 (133 participants aged 18 to 25 years), we examined this topic in emerging adults with no diagnosed mental health disorders. In Study 2 (160 participants aged 18 to 25 years), we additionally included an experimental group struggling with mental health problems. In both experiments, participants from the experimental group were asked to recall and describe two SDMs and two SDFPs. The impact of our intervention was assessed both 1 week and 2 months after the intervention.

Contrary to expectations, our analyses (linear mixed-effects models with maximum likelihood estimation) did not reveal any significant differences in changes in identity processes and identity distress between the experimental and control groups. Our findings suggest that narrative processing of a few significant memories and envisioned possible future events does not impact emerging adults' identity formation. These observations align with at least a few prior studies that questioned the ideas presented in many theoretical works, highlighting the importance of additional experimental studies on the role of narrative activity in identity development. Our results are also important for understanding the limitations of narrative interventions in promoting positive identity development in emerging adults.

MEASURING KINDERGARTEN TEACHERS' CHILD MALTREATMENT DETECTION AND REPORTING BEHAVIOR: ARE WE DOING IT CORRECTLY?

Lida Anagnostaki¹, Nikos Makrygiorgos², George Nikolaidis³

¹National and Kapodistrian University of Athens, Greece; ²The American College of Greece-Deree;

³Department of Mental Health and Social Welfare, Institute of Child Health

lanagnostaki@ecd.uoa.gr

Kindergarten teachers are regarded as ultimate child maltreatment (CM) reporters as they are in a unique position to detect CM due to their daily interactions with young children. Nevertheless, research on kindergarten teachers' skills and actual behavior when managing CM cases is insofar limited; it has only been conducted by using case vignettes (viz. examining hypothetical reactions) and has not explored the determinants of teachers' behavior in their past encounters with CM cases (thus, examining actual past reactions). The present study aimed to enhance the understanding of kindergarten teachers' handling CM cases and to extend methodological knowledge by comparing correlates of kindergarten teachers' CM handling via historical recall (i.e., actual past reporting) on one hand, and by responses to case vignettes (i.e., hypothetical reporting) on the other. Data were collected from a cross-sectional survey as part of a larger project to create a comprehensive training program for Greek kindergarten teachers on child maltreatment, implemented by the 'Eliza -Society for the Prevention of Cruelty to Children' and funded by Piraeus Bank. The sample consisted of 1.581 female kindergarten teachers who completed an online questionnaire including a) a questionnaire designed for this study assessing socio-demographic factors previously identified as important factors influencing teachers' CM detecting and reporting behavior, and self-efficacy, b) the "Survey on Professional Groups' Knowledge, Attitudes, Practices and Social Norms Associated with Violence Against Children", providing information on actual past reporting, and c) four CM case vignettes. The series of regression models used in the statistical analysis revealed that the variables that predict past detection and reporting differ from those that predict hypothetical detection and reporting. The implications of these findings for CM research and training of kindergarten teachers are discussed.

“IT’S A LOT OF RESPONSIBILITY TO BE SOMEONE’S FIRST TIME”: EXPLORING THE IMPACT OF VIRGINITY DISCLOSURE ON EMER- GING ADULTS USING A MIXED-METHODS STUDY OF REACTIONS AFTER A HYPOTHETICAL FIRST-DATE DISCLOSURE

Marie-Aude Boislard, Mahshid Rahbari, Léa-May Burns

Université du Québec à Montréal, Canada

marieaudeboislard@gmail.com

Developmental research has established that experiencing normative life events off-time from peers is associated with increased challenges. One of these normative events is the transition to active partnered sexuality, which happens in late adolescence or early adulthood for most youth. Research has shown that adult virgins experience both self-stigma and social stigma. However, we know little regarding the relational and dyadic stigma one may experience following their virginity disclosure. **Methods.** An online questionnaire has been completed by 1891 adults ($M_{age} = 27.27 \pm 7.88$ y.o.; 55% women; 52% heterosexual; 36% religious). Participants were asked: “You are single, and you meet a single person whose personality and physical appearance appeal to you. This person informs you that they are a virgin. What are your immediate thoughts?”. **Results.** Thematic analyses revealed that most participants’ reactions were found to be ambivalent (34.6%; “A little bit of hesitance”) or positive (33.6%; “Relieved because I’m also a virgin. I feel that they would be less judgmental”), followed by neutral answers (26.4%; “I don’t really care”), and rarely, negative thoughts (5.4%; “I’m kind of turned off”). Chi-square analyses found that (1) sexually experienced participants (92.2%) reported significantly more neutral and ambivalent reactions than sexually inexperienced participants (7.8%; $\chi^2 = 13.173$, $p = 0.004$); (2) permanent singles (26.5%) reported significantly more positive reactions and fewer ambivalent reactions than previously partnered singles (24.1%, $\chi^2 = 58.267$, $p < 0.001$). **Discussion.** The higher occurrence of ambivalent and positive reactions, coupled with the low occurrence of negative reactions, seem to be indicative of a shift in perceptions on adulthood virginity, parallel to its rise. The increase of decelerated sexorelational developmental trajectories, as well as the developmental implications of these findings, will be discussed.

MENTAL HEALTH IN INDIGENOUS CHILDREN AND ADOLESCENTS: THE CONTRIBUTION OF CULTURAL BACKGROUND

Alejandra Caqueo-Úrizar

Universidad de Tarapacá, Chile

acaqueo@academicos.uta.cl

Background: The purpose of this study is to describe and compare the prevalence of mental health problems in Aymara and non-Aymara children and adolescent. In Chile, the Aymara community has a population of approximately 52,000 people who are concentrated mainly in the highlands area and the cities in the North of the country. Among the most distinctive cultural characteristics of this population is the intergenerational communication, were older adult's advice and counsel younger persons. In addition, the family functioning is characterized by cooperation and complementarity in the performance of the various tasks, including the participation of the children and adolescents **Methods:** The study sample comprised 1839 students from 8 to 19 years, from educational institutions of Northern Chile. Forty-nine percent of students identified with the Aymara ethnic group. The Child and Adolescent Evaluation System was used to evaluate internal and external problems. Initially, to characterize the sample, the mean, standard deviation, minimum and maximum, skewness, kurtosis and the Shapiro-Wilk normality test were obtained for each continuous variable used in this study. Comparisons were performed based on the means of the scores of continuous mental health variables according to the ethnicity of the participants using independent samples t-test. To evaluate the effect size, the coefficient d proposed by Cohen was estimated. Although the variables in this sample are not normally distributed, parametric comparative analyses were used, because the t-statistic is sufficiently robust under conditions of skewness and with large sample sizes ($n > 50$). **Results:** In Elementary school, Aymara students showed significantly lower scores in externalized problems and in high school, there were significantly lower scores in interiorized, exteriorized and other problems than Non-Aymara students. **Conclusion:** It seems that the legacy of the Aymara culture has favored the development of protective factors in relation to the mental health of these students.

THE QUALITY OF THE STUDENT-TEACHER RELATIONSHIP AMONG PRIMARY FRENCH STUDENTS WITH TYPICAL DEVELOPMENT AND SPECIAL EDUCATIONAL NEEDS

**Léa Muller^{1,2}, Blandine Hubert^{1,2}, Manon Gaugé², Yanis Henricolas²,
Eva Commissaire^{3,4}, Youssef Tazouti^{1,2}**

¹Laboratoire Lorrain de Psychologie et Neurosciences de la dynamique des comportements (2LPN);

²University of Lorraine, France; ³Laboratoire de Psychologie des Cognitions (LPC); ⁴University of Strasbourg, France

lea.muller@univ-lorraine.fr

Teachers feel less efficient and tend to have fewer warm relationships with students with special educational needs (SEN) compared to students without SEN (e.g., Blacher et al., 2014; Prino et al., 2016; Van Mieghem et al., 2020). The quality of the student-teacher relationship (STR) is well studied in English- and Dutch-speaking countries, but studies are missing in France, and the evaluation of the relationship from the child's perspective is still lacking.

This cross-sectional research has two main goals: (1) to compare the quality of the STR according to the child's development (with or without SEN) (2) to explore the factors involved in the potential differences observed, such as the child's characteristics, the teacher's characteristics, the school level and context.

The current sample included 130 students aged from 5.3 to 10.11 years, all recruited in the North-East of France. The results may change because the sample will soon increase due to the implementation of a second data collection starting in January 2025.

Preliminary results show that girls in kindergarten report being closer to their teacher than their male classmates, whereas boys feel more conflict compared to the girls. The result regarding conflict is also observed for the upper elementary students. From kindergarten to third grade, teachers evaluate also their relationship with female students with more proximity. Moreover, across all educational levels, teachers feel closer with their students without SEN than with SEN. They also struggle more to promote their academic engagement. Finally, the conflict perceived by the teacher is strongly and positively associated with their own perception of the student's cognitive and emotional regulation at all grade levels.

Understanding the factors influencing the quality of the STR can help to promote it. In turn, a positive STR enhances students' school adjustment and protects the most vulnerable children (e.g., Baker, 2006).

DATING AND RELATIONSHIP ABUSE IN YOUNG ADULTS: RELATIONAL AND INDIVIDUAL CORRELATES OF MUTUAL ABUSE

Lamprini Psychogiou, Andrew Gibbs

University of Exeter, United Kingdom

l.psychogiou@exeter.ac.uk

Dating and relationship abuse (DRA) is common among adolescents and young adults and predicts physical and mental health problems and future victimization. A growing number of studies indicate that among adolescents and young adults DRA might be bidirectional (mutual). However, little is known about the factors might distinguish mutual from unidirectional (either victimization or perpetration) DRA). This exploratory study aimed to 1) explore which relational and individual characteristics may differentiate victims-perpetrators from victims, perpetrators, and young adults with no DRA experience and 2) explore if the impact of DRA differs among victims-perpetrators and victims only.

The sample consisted of 284 young adults (Mage=22.7 years; 58.8% women) recruited via the Prolific platform. Each participant completed independently a series of questionnaires to measure DRA victimization and perpetration, DRA impact, quality of romantic relationship, DRA beliefs, depression symptoms, resilience, and participant's and partner's negative emotionality.

Approximately 1 in 4 (24.6%) young adults were both victims and perpetrators of DRA. The most common type was psychological DRA. Comparisons among the four groups showed that young adults who experienced mutual DRA self-reported greater partner-expressed jealousy, criticism and had greater levels of character and behavior blame of the victim compared to perpetrators. When comparing victims-perpetrators and victims only, the results revealed that victims-perpetrators had lower resilience and greater anger compared to victims only. In terms of impact, more victims-perpetrators reported that DRA made them feel sad compared to victims only.

Future studies should identify the motivations and contexts under which mutual DRA emerges and identify whether victims become perpetrators when they actually attempt to defend themselves.

INVESTIGATION OF THE BEHAVIOR OF MOTHERS WITH GIFTED CHILDREN IN THE PRESCHOOL PERIOD IN THE CONTEXT OF THE DOMAIN-SPECIFIC SOCIALIZATION APPROACH

Melike Gundogdu¹, Zeynep Cakmak², Dilek Saritaş-Atalar³

¹Ankara University, Turkiye; ²Ordu University, Turkiye; ³Ankara University, Turkiye

melike1259gundogdu@gmail.com

According to the theoretically innovative and integrative framework proposed by the Domains of Socialization Approach (Grusec & Davidov, 2010), socialization occurs within five different domains. The domains encompass the protection domain, in which the parent adopts a protective role; the reciprocity domain, characterized by the establishment of positive interactions and relationships between the parent and child; the control domain, in which the parent uses their position of authority as a figure of power to try to regulate the child's behavior; the guided learning domain, wherein the parent facilitates the development of skills and values by offering guidance and support; and finally, the group participation domain, through which the parent assists the child in engaging with the rituals, routines, and traditions of their cultural or community context. These domains arise to address evolutionary demands, are activated under specific conditions, and are characterized by unique objectives, processes, and outcomes. However, so far, there are relatively limited studies that qualitatively examine the mother-child relationship in a domain-specific manner. Such an examination has not been conducted for the relationships of gifted children and their mothers. This study will utilize the Domains of Socialization Approach to explore the parenting behaviors of mothers with gifted children for the first time. This qualitative study investigates mothers' parenting behaviors that respond to their children's needs in five different areas using vignettes. As a result, interviews with 75 mothers of gifted children aged 45-74 months were analyzed using deductive content analysis, identifying mothers' behaviors towards the needs of their children across five areas. The findings are organized in a table with frequencies, percentages, and participant discourses. This study offers a detailed examination of how the socialization approach is represented within parent-child interactions in daily life.

WHO AM I? ANALYZING SELF-DESCRIPTIONS ACROSS THE LIFESPAN

Dalia Nasvytienė, Tomas Lazdauskas

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

dalia.nasvytiene@fsf.vu.lt

A considerable body of research on self-descriptions across the lifespan has established a general pattern of progressive development of self-representations. This process begins with specific characteristics in childhood and evolves into a multidimensional framework in adulthood. However, the bifurcation of self-descriptive structures at specific age intervals remains poorly understood. Even in the most thoroughly studied developmental period—childhood through adolescence (e.g., Damon & Hart, 1982; Harter, 2012)—questions persist, such as the emergence of the ‘I-self’ agency and the development of a time perspective. Recent research offers complementary perspectives, focusing on self-descriptions across various developmental stages (Tamm et al., 2024), situational variability (Amato et al., 2020), gender and body-related themes (Oppegaard & Miguel, 2024), and self-descriptions in social media (Ricciardi, 2024), among others. However, the generalizability of these findings is constrained by the significant influence of language and cultural context on self-descriptions (Cousins, 1989; Visapää, 2012; Rhee et al., 1995). In light of these considerations, our research aimed to investigate how Lithuanians of various ages describe themselves. The sample comprised 160 participants, aged 4 to 97 years, recruited through purposeful sampling. Participants answered two open-ended questions: ‘Who are you?’ and ‘What kind of person are you?’ For preliminary data analysis, content analysis using a fourfold categorization scheme (Cousins, 1989; Hartley, 1970), a widely used framework for analyzing self-descriptions, was employed. It suggested 4 basic analytic categories—physical, social, attributive, and global—each representing a different level of abstraction. The final analytic schema emerged through an iterative process aimed at encompassing all aspects of the collected self-descriptions. Findings supported a structural organization around these fundamental categories, primarily concerning the ‘Me-self.’ New insights emerged regarding the ‘I-self,’ including the earlier-than-expected appearance of a global self and the distinctive self-descriptions across age groups, reflecting unique societal contexts at specific historical moments.

EVALUATING A LEARNING DISORDERS PLATFORM BASED ON THE RE-AIM FRAMEWORK: INSIGHTS FROM WEB ANALYTICS AND USER EXPERIENCE

Lior Weinreich¹, Gido Metz², Louisa-Marie von Kontz¹, Björn Witzel¹, Olga Hermansson¹, Hanna Laura Hampe³, Gerd Schulte-Körne¹, Kristina Moll¹

¹Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital, LMU Munich, Germany; ²Care and Public Health Research Institute, Faculty of Health, Medicine and Life Sciences, Maastricht University, The Netherlands; ³Teaching and Educational Technology, Institute of Education, University of Zurich, Switzerland

lior.weinreich@med.uni-muenchen.de

In recent years, online platforms have made educational, medical, and other professional content easily accessible, but research assessing such platforms is still scarce. The purpose of the current study is to evaluate LONDI. Londi is a German platform that offers scientifically based information about learning disorders for different user groups. It also offers an algorithm-based help system that professionals can use to facilitate diagnosing learning disorders and planning interventions. The evaluation is focused on mental health professionals (i.e., learning therapists and school psychologists) using the information pages of the platform and its help system. It is theoretically grounded on the RE-AIM framework and assesses four of its dimensions: Reach, Adoption, Implementation and Maintenance. Results from an online questionnaire ($N = 582$) showed that the platform reaches a large proportion of mental health professionals. Another online questionnaire ($N = 122$) revealed that most users plan to adopt the help system, and this is predicted by both its pragmatic and hedonic qualities. Data from the Matomo web analytics software ($N = 9,007$ online visits) regarding implementation revealed that most visits were done via smartphones. Moreover, users stayed long enough to read index but not information pages, suggesting index pages' importance for orientation, and users' disinterest in reading long texts. Engagement with the platform's chatbot was extremely low, suggesting it was not noticeable or useful enough. This could also be a result of age dependent openness to AI based interfaces. Strikingly, the number of platform visits increased by 110% in 2024 vs. 2023. Future efforts are needed to maintain this growth, and improve chatbot engagement. This study is one of the first to utilize the RE-AIM framework with web analytics, paving the way for further theory-grounded platform assessments.

THE TEMPERAMENTAL ORIGIN OF PROCRASTINATION IN ADOLESCENCE AND THE MODERATING ROLE OF PARENTING INFLUENCES

Jennifer Chun-Li Wu

National Taipei University of Education, Taiwan

jenwu@tea.ntue.edu.tw

Procrastination involves an intentional delay of tasks or decisions, despite one expecting the consequences of a delay can be worse off. A procrastination pattern is considered irrational and dysfunctional given its linkage with a range of adverse outcomes such as poorer school performances, higher risks for affective difficulties and health problems. Although there has been abundant evidence on psychosocial and task-related correlates of general or domain-specific procrastination in students and adults, the issues were rarely scrutinized from the life course perspective with a bioecological lens. To fill this gap, this study aimed to examine whether temperamental traits in early childhood can predict procrastination tendency in adolescence, and how parenting behaviors may play a role in moderating the relationship. I used longitudinal data from the Taiwan Birth Cohort Study and included 17,623 participants with complete data on key study variables. Effortful control and difficult temperament were the two traits measured at age 5.5 by caregiver report and general procrastination was self-rated at age 15 using a five-item scale. Parenting influences encompassed three domains- respect for autonomy, emotional support and punitive responses to misbehaviors were assessed at the 12-year survey. After adjusting for child characteristics and parental selectivity in multivariate linear regression models, I found that lower level of effortful control ($\beta=-0.09$, $p<.001$) and more difficult temperament ($\beta=0.04$, $p<.001$) significantly predicted higher procrastination tendency in adolescence. Moreover, parents' respect for autonomy could mitigate the negative influence of early difficult temperament on procrastination while punitive responses of parents was found to strengthen the relationship between poor effort control and procrastination. This study confirms that temperament traits demonstrated in young children can be an indication of later procrastination tendency but is also contingent on parenting behaviors.

CHILDREN'S INTERGROUP PERCEPTIONS AND PROSOCIAL BEHAVIORS IN A DIVIDED SOCIETY: INSIGHTS FROM ISRAEL

Lipaz Shamo-Nir

Zefat Academic College, Israel

lipaznir@zahav.net.il

Children growing up in divided societies, such as Israel, develop intergroup perceptions, attitudes, and behaviors that are deeply shaped by their sociopolitical context. This presentation integrates findings from three studies to explore how children perceive social group differences, form attitudes, and engage in prosocial behaviors toward outgroups, with a focus on the theoretical contributions to social identity development and intergroup relations.

The first study examined predictors of outgroup prosocial behavior among Jewish and Arab-Muslim children. Findings revealed that ingroup preference and negative outgroup attitudes mediated prosocial resource distribution across group lines. These results emphasize the developmental role of social identity processes in shaping prosocial behaviors in intergroup contexts.

The second study focused on how Jewish and Arab-Muslim children perceive differences between their groups. Thematic analysis identified cultural and religious distinctions as central to their understanding of social categories, advancing the theoretical understanding of how nuanced group categorizations influence intergroup attitudes during middle childhood.

The third study explored Arab-Christian children's perceptions of dissimilarity and their influence on attitudes and behaviors toward Arab-Muslim and Jewish outgroups. Perceived similarity between groups was a key predictor of positive attitudes and resource allocation, with the Jewish outgroup evaluated less favorably than the Arab-Muslim outgroup. This highlights the importance of group similarity in fostering intergroup pro-sociality.

These studies provide a multidimensional perspective on the developmental and contextual factors that shape children's intergroup perceptions and behaviors in divided societies. By emphasizing the interplay between social identity development and pro-sociality, the findings offer theoretical insights with practical implications for interventions aimed at reducing prejudice and fostering coexistence in multicultural and conflict-prone contexts.

DISRUPTIVE CHILD BEHAVIORS, PARENT-TRAINING, AND INCOME INEQUALITY: A QUASI-EXPERIMENTAL DESIGN COMBINING SURVEY AND REGISTRY DATA FOR LONG-TERM INSIGHTS

Lea Greve, Hanne Nørr Fentz, Tea Trillingsgaard

Aarhus University, Denmark

leatg@psy.au.dk

Background: Disruptive child behaviors, characteristic of prevalent disorders such as ADHD, ODD, and CD, are linked to significant strain on families. Examinations of how evidence-based parent-training programs may mitigate or buffer against such long-term strain are sparse.

Aims: We aimed to examine economic inequality and long-term spill-over effects of the Incredible Years parent-training program on family income among Danish families with disruptive child behavior problems.

Methods: We used a quasi-experimental design, comparing a large Danish effectiveness sample of families ($n = 707$) who had received the IY parent-training to a matched control group of families ($n = 690$) with children in the same age-span (2-12 years, $M = 3.6$ years) drawn from the national registers. Propensity score matching is a means of enhancing baseline family comparability across several (socioeconomic, demographic, and health) factors between matched intervention and control families to mimic an experimental design. Multiple linear regression models were conducted to compare the average annual family income in intervention, control and background population ($n = 292,966$) families across a 7-year time-span from 2 years prior to the intervention to 4 years after.

Results: Intervention families experienced widening income disparities compared to control (from -0.1% to 4.8%, $p = .000$) and background population families (from 17% to 20%, $p = .000$), from two years before to four years after the intervention. Long-term income inequalities were not mitigated by participation in parent-training.

Implications: While the IY parent-training program effectively targets disruptive child behaviors, economically disadvantaged families in Denmark may require additional systemic and contextual supports to mitigate long-term economic vulnerabilities. This underscores the importance of addressing the broader family context, including family economy, as well as parent-child interactions in families with high levels of disruptive child behaviors.

TEACHER AND PARENT BELIEFS ABOUT CHILDREN'S COMPETENCE: LONGITUDINAL AND INTERACTIVE EFFECTS ON CHILDREN'S INTEREST AND SELF-CONCEPT OF ABILITY IN LITERACY AND MATH

Mia Maurer, Vilija Hiltunen, Kaisa Aunola, Gintautas Silinskas

University of Jyväskylä, Finland

mia.m.maurer@jyu.fi

We investigated the longitudinal relations between parent (T1 $n = 584$, T2 $n = 564$) and teacher (T1 $n = 39$, T2 $n = 39$) beliefs about children's (T1 $n = 582$, T2 $n = 576$) competence at primary school grade 3 (T1) and the subsequent interest and self-concept of ability of children during grade 4 (T2) in literacy and math, using longitudinal cross-lagged panel models on survey data. Furthermore, we explored the interactive effects of parent and teacher beliefs on children's subsequent interest and self-concept of ability. While parent beliefs did not predict children's interest and self-concept of ability in either subject, teacher beliefs predicted children's self-concept, but not their interest, in both literacy and math. Parent and teacher beliefs also significantly interacted, with parent beliefs positively predicting self-concept of ability in both subjects when teacher beliefs were high. When teacher beliefs were low, parent beliefs had no impact.

CONDUCT DISORDER AMONGST BANGLADESHI DELINQUENT YOUTHS: ROLE OF PARENTING STYLE

Rokshana Akhter¹, Samiul Hossain², Mohammad Mahmudur Rahman³

¹Western Sydney University, Australia; ²Murdoch University, Australia; ³International University of Business Agriculture and Technology (IUBAT), Bangladesh

samiul.hossain@murdoch.edu.au

Conduct problems and associated juvenile delinquencies have become one of the major societal concerns in Bangladesh. Such issues contributed to considerable personal and societal costs including frequent encounters with law enforcing authority and human sufferings. Past findings indicated that parenting styles may influence the development and maintenance of conduct problems. Nevertheless, it is relatively unexplored whether parenting style could influence frequency and severity of conduct problems in a non-Western context, especially in Bangladesh. Thus, our primary aim was to ascertain the role of parenting styles in conduct disorder amongst Bangladeshi youths. Based on the previous findings we hypothesized that; positive parenting (e.g., high involvement) would be negatively associated with frequency and severity of conduct problems. We also hypothesized that negative parenting (e.g., corporal punishment) would be positively associated with conduct problems. A sum of 165 (Mean age 13.39, age range 8-16, 82% male) youths who are currently detained in correction facilities were recruited alongside their parents. Participants were recruited from different institutes in Dhaka, Bangladesh. Conduct disorder was assessed through a checklist that was developed by following DSM and ICD diagnostic criteria, and parenting style was assessed through Alabama Parenting Questionnaire (APQ). Both children and parents completed these questionnaires as part of the data collection procedure. We conducted a series of Multiple Regression Analysis (MRA) to test hypotheses. We found that high involvement was negatively associated with conduct disorder symptoms both through parent ($\beta=-0.39$, $t=-2.88$, $p=.005$), and children ($\beta=-9.73$, $t=-3.79$, $p<.001$) report. Relatedly, corporal punishment was positively associated with conduct disorder both through parent ($\beta= 0.24$, $t= 2.66$, $p=.009$), and children ($\beta=-2.58$, $t=-4.05$, $p<.001$) report.

Our findings corroborated with previous findings from western societies. It highlighted the potential importance of positive parenting to reduce behavioural and emotional problems in children in Bangladesh.

IDENTIFY HIGH-RISK MESSAGES OF ADOLESCENTS IN SOCIAL MEDIA BY MACHINE LEARNING

**Kun-Hua Lee¹, Chieh-Jou Lin², Chih-Ning Chen^{2,3}, Yu-Ping Ma³, Kuo-Liang Ou⁴,
Daw-Wei Wang^{2,5,6}**

¹Institute of Educational Psychology and Counseling, National Tsing Hua University, Hsinchu, 30013, Taiwan; ²Department of Physics, National Tsing Hua University, Hsinchu, 30013, Taiwan; ³Department of Computer Science, National Tsing Hua University, Hsinchu, 30013, Taiwan; ⁴Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu, 30013, Taiwan; ⁵Center for Application and Development of AI in Humanity and Social Sciences, National Tsing Hua University, Hsinchu, 30013, Taiwan; ⁶Counseling Center, National Tsing Hua University, Hsinchu, 30013, Taiwan
dawwei.wang@gmail.com

In recent decades, social media has emerged as a crucial channel for adolescents and young adults to express personal emotions and thoughts, where some clues for suicidal intentions or actions can be observed. This study presents a comprehensive content analysis of 1,424 authentic posts from Dcard, Taiwan's leading social media platform among the youth, to methodically identify critical factors of a suicidal crisis using machine learning techniques. Human professionals classified each post into one of four crisis levels and labeled each sentence according to six risk factors. Subsequent application of discriminant analysis and the eXtreme Gradient Boosting method enabled our model to achieve over 96% accuracy in binary classification and above 84% in ternary classification for crisis-level prediction. Notably, the most significant risk factors identified are suicidal attempts, suicidal thoughts with depression, and positive emotions. Our work demonstrates that nearly complete results can be replicated using these three factors alone, highlighting their importance in identifying high-risk posts. This research contributes a new perspective to the field of adolescent and young adult suicide studies. It suggests practical applications for suicide prevention on social media through natural language processing technologies in artificial intelligence.

SENSORY PROCESSING AND WELLBEING IN PARENTS WITH PRENATAL SUBSTANCE USE DISORDER

Hanna Pauliina Lampi

University of Helsinki, Finland

hanna.lampi@terapialampi.fi

It is estimated that 6% of pregnant women use one or more addictive substances. In Finland, it is estimated that 8.7 % of children live in families with substance misuse. Maternal substance use disorder (SUD) during pregnancy poses risks for adverse pregnancy outcomes and pregnancy complications. Notably, the quality of the caregiving relationship between parents with SUD and their children is significantly impacted by a range of chronic and interconnected issues. Previous studies indicate that infants of mothers with SUD exhibit problematic interaction patterns, such as altered reactivity to infants' affective cues, maternal insensitivity, hostility, intrusiveness, poorer affective quality, less mutuality and lack of structuring.

Individual differences in Sensory Processing (SP)—how we perceive and react to sensory stimuli—play a crucial role in shaping behaviour and emotional regulation. For parents, aligning their emotions and actions with their infant's needs is essential. However, little is known about how SP impacts early parenting skills, especially among parents with substance use disorder (SUD), who often face additional challenges such as adverse childhood experiences (ACEs), depressive symptoms, and emotion regulation difficulties. These factors may compound parenting risks, making it vital to understand their interconnections. Prenatal exposure to alcohol and drugs can further impair a child's SP, adding another layer of complexity. Furthermore, parental SP issues may influence the success of interventions designed to support families affected by SUD.

This study aims to investigate the links between SP, ACEs, emotion regulation, and depressive symptoms among parents with SUD. Part of a broader project at the University of Helsinki, the research involved 66 mothers, 23 fathers, and 72 children from the national Holding Tight® treatment network.

THE MEDIATING ROLE OF AUTHENTICITY IN THE RELATIONSHIP BETWEEN IDENTITY PROCESSES AND PSYCHOLOGICAL WELL-BEING

Dominika Karaś, Jarosław Jastrzębski, Zuzanna Szewczyk, Marta Skurka

Cardinal Stefan Wyszyński University in Warsaw, Poland

dominika.karas@gmail.com

Authenticity, understood as internal coherence, fidelity to oneself, and resistance to external influences, may be considered as a possible outcome of identity formation processes, closely related to Erikson's virtue of fidelity. Authentic living, in turn, is also considered a significant predictor of well-being, especially eudaimonic. However, the interconnections between these phenomena have not been thoroughly investigated. Therefore, this study hypothesized a potential mediating role of identity processes in the relationship between authenticity and well-being.

To test this hypothesis, the study involving 562 individuals aged 18 to 36 ($M_{age} = 28.10$, $SD = 4.91$; 52.5% female) was conducted. The examined model included three aspects of authenticity (self-alienation, authentic living, and accepting external influences) mediating the relationship between three identity processes (commitment, in-depth exploration, and reconsideration of commitment) and psychological well-being. Four domains important for the identity formation of young adults were examined: character traits, aims and plans for the future, worldview, and relationships with friends and acquaintances.

Results indicated that the proposed model fit the data well in all examined domains (CFI ranged from .907 to .923; RMSEA ranged from .061 to .069). Commitment led to a decrease in self-alienation and acceptance of external influences, an increase in authentic living, and consequently, resulted in increased psychological well-being. In-depth exploration and reconsideration of commitment had the opposite effects. Some differences were also observed between the examined life domains.

The findings shed light on a deeper understanding of the complex interplay between identity processes, authenticity, and well-being. They demonstrate that the previously known relationship between identity processes and well-being is not direct, as authentic living mediates its.

INFANTS' TRAJECTORIES OF PHYSIOLOGICAL EMOTION REGULATION DURING PARENT(S)-INFANT INTERACTIONS AND LINKS WITH INFANT TEMPERAMENT: AN EXPLORATORY STUDY

Hervé Tissot^{1,2}, Valentine Rattaz^{1,2}, Nilo Puglisi², Nicolas Favez^{1,2}

¹Lausanne University Hospital & University of Lausanne, Switzerland; ²University of Geneva
herve.tissot@chuv.ch

Background: Emotion regulation (ER) is shaped through interactions with caregivers, particularly parents. During infancy, emotions are co-regulated by caregivers in daily interactions, which help infants recognize internal states and progressively internalize emotion regulation strategies. Physiological indicators such as Heart Rate Variability (HRV) are widely used to study ER in preverbal infants. However, most research on infant HRV has focused on stress-inducing situations like the Still Face Paradigm, primarily involving mothers. This study aimed to examine infant ER during natural interactions with mothers, fathers, and both parents together, as well as the transitions between these relational contexts. A secondary objective was to explore the relationship between physiological ER and infant temperament.

Method: The study included 84 families with 4-month-old infants. Infant heart activity was recorded via ECG across a five-part sequence: baseline (no interaction), mother–infant play, father–infant play, mother–father–infant play, and mother–father discussion in the infant's presence. The order of parts 2 and 3 was counterbalanced to control the effect of which parent played first. Root Mean Square of Successive Differences (RMSSD) from ECG signals was used to index HRV, and infant temperament was assessed using the Infant Behavior Questionnaire Revised – Very Short Form.

Results: Growth curve modeling showed a quadratic trajectory for RMSSD, with significant increases from part 1 to 3 and decreases from part 3 to 5. These patterns were more pronounced when mothers initiated play. Positive affectivity and orienting temperament traits were linked to greater increases and decreases in HRV, whereas negative affectivity was associated with higher baseline HRV and lower increases. Fear and affiliation traits showed no significant associations with HRV changes.

Discussion: Findings contribute to understanding how infant ER varies across relational contexts and is influenced by temperament, extending current knowledge on the interplay between ER, early social environments, and temperament.

ASSOCIATIONS BETWEEN INTERNET USE AND MENTAL HEALTH DURING COVID-19 PANDEMIC AMONG OLDER ADULTS IN THE NORDIC-BALTIC REGION

Gabriele Gudynaite, Olga Zamalijeva, Vilmante Pakalniskiene, Antanas Kairys

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

gabriele.gudynaite@fsf.stud.vu.lt

The COVID-19 pandemic highlighted the importance of digital technology in addressing mental health challenges. Due to limited digital technology use and certain age-related factors older adults could have been more vulnerable to the pandemic's effects. However, the impact of internalized ageism and regional comparisons have been less integrated in pandemic related studies of older people's mental health factors. Therefore, our study aimed to investigate the associations between internet use and mental health outcomes during the COVID-19 pandemic among older adults in the Nordic-Baltic region, while adjusting for socio-demographic factors and internalized ageism. Data from the Survey of Health, Ageing, and Retirement in Europe (SHARE) Corona Survey 2 was used for this study, including 7263 individuals aged 65 and above from the Nordic and Baltic regions. The study found that internet use was associated with a lower probability of depressive symptoms among older adults but not with anxiety, while internalized ageism predicted both depressive and anxiety symptoms. Regional differences were observed: internet use predicted depressive symptoms in the Baltic but not Nordic regions, while internalized ageism predicted anxiety symptoms in the Baltic but not Nordic regions. These findings highlight the need for interventions that foster digital inclusion and combat ageism, tailored to regional contexts, to promote better mental health among older adults across diverse regions.

EXPLORING AN AI PARENT TRAINING SYSTEM TO SUPPORT TRANSITION PREPARATION FOR YOUNG CHILDREN WITH SPECIAL NEEDS IN THE SOCIAL-EMOTIONAL DOMAIN

Shu hsien Tseng, Hsin Wei Kao

Chung Yuan Christian Univ., Taiwan

hellosh1234@gmail.com

In recent years, large language model (LLM)-driven generative artificial intelligence (AI) has rapidly become a globally recognized application tool. While literature supports the positive role of AI in training social skills for children with special needs, its application in special education remains primarily focused on assessment and diagnosis, with concrete methods for training the abilities of special children needing further development. The transition to primary education is a challenging period for young children as they must adapt to new social environments, learning styles, and daily routines. Tailored and individualized transition services will aid in the adaptation of special needs children, enhancing parental confidence and support, and creating a better learning starting point for them. AI can meet the individualized and highly interactive demands of the transition process. During the transition process, children with special needs need to learn social skills such as sharing, cooperation, and conflict resolution, which are crucial for their future learning and life. Therefore, the transition should not only prepare for learning but also promote children's social and emotional skills, helping them establish friendships and collaborate effectively. Considering the unique needs of each child, the transition process must be individually tailored. Thus, this project focuses on developing an AI system to train parents to support special needs children in their preparation for the social-emotional aspects of the transition to primary education. Preliminary findings of this study support the efficacy of the AI parent training system. However, limitations will also be discussed.

LEARNING FROM THE PAST: INTERGENERATIONAL TRANSMISSION OF AGGRESSIVE CONFLICT RESOLUTION BETWEEN INTIMATE PARTNERS PREDICTS HARSH AND INCONSISTENT PARENTING

Pin Chen^{1,2}, Sanne Geeraerts², Susan Branje²

¹University of Oxford, United Kingdom; ²Utrecht University, The Netherlands

pin.chen@psy.ox.ac.uk

The study examined the intergenerational transmission of aggressive conflict resolution towards intimate partners from Generation 1 (G1) parents to both Generation 2 (G2) parents and partners (G2 partner), and the potential spillover effects from G2 and G2 partner's aggressive conflict resolution to G2's harsh and inconsistent parental discipline towards Generation 3 (G3) children. Using data from the Research on Adolescent Development and Relationships (RADAR) project, G1, G2 (51.5% female; *Age* = 14.82 in mid-adolescence, *Age* = 29.66 in parenthood), and later G2's partner and G3 were followed from G2's adolescence to adulthood. The sample comprised 1,178 G1-G2 dyads, including 222 G1-G2-G3 triads. Path analyses provided evidence for (1) intergenerational transmission, i.e., G1's aggressive conflict resolution in G2's mid-adolescence weakly predicted G2's aggressive conflict resolution in G2's adulthood; (2) spillover effects, i.e., G2's aggressive conflict resolution predicted G2's harsh and inconsistent discipline towards G3 children. Most of the intergenerational transmission and spillover relations did not differ across G1 and G2 gender. Overall, the findings highlight the intergenerational transmission of aggressive conflict resolution towards intimate partners and its subsequent relation with harsh and inconsistent discipline. Future prevention could target both parental figures in G1 and G2 to disrupt the cycle of aggressive conflict resolution and prevent problematic discipline practices.

HOW DO YOUNG ADULTS WITH DEPRESSIVE SYMPTOMS EXPERIENCE THE SUPPORT RECEIVED DURING THEIR SCHOOL PATH?

Arto Lehtola, Tanja Vehkakoski, Miia Sainio, Kati Vasalampi

University of Jyväskylä, Finland

arto.v.t.lehtola@jyu.fi

In decision-making related to mental health work in schools, it is crucial to take into account young people's own experiences of receiving support into account. However, to date, young people's experiences have been studied and considered in decision-making only to a very limited extent. This study aims to address this research gap, by asking: Through what types of narratives do young adults with depressive symptoms during their secondary education describe the support they received during their school path? The research data consists of interviews with nineteen young adults aged 22–23, focusing on their school experiences. The interview data were analyzed narratively, one story at a time, resulting in five narrative types: (1) Those overshadowed by their academic performance, (2) Those who found their career path, (3) Survivors who developed compensatory strategies, (4) Those disappointed with support and left alone, and (5) Drifters. A recurring theme in all narrative types was the perceived inadequacy of the support received by schools. Despite this, the young adults' sense of agency, current life situation, and the meanings attributed to support from various sources varied across the narrative types. The research findings are discussed in relation to James Marcia's (1966) identity theory as well as Deci and Ryan's (1985) self-determination theory. The results highlight the need for developing more individually tailored support measures which would be based on young people's own experiences and effective interprofessional collaboration at schools. This might prevent the prolongation and escalation of problems from basic education to secondary education and into working life.

DO TIME TRENDS APPEAR IN SPECIFIC NON-SUICIDAL SELF-INJURIOUS BEHAVIORS AND THEIR PSYCHOLOGICAL CORRELATES AMONG ADOLESCENTS ACROSS TWO DECADES?

Benjamin Claréus¹, Daiva Daukantaitė², Margit Wångby-Lundh², Lars-Gunnar Lundh², Jonas Bjärehed²

¹Kristianstad University, Sweden; ²Lund University, Sweden

benjamin.clareus@hkr.se

Non-suicidal self-injury (NSSI) has been reported to increase over time, but less is known about trends in specific self-injurious behaviors (SIBs) and their associations with psychological difficulties. This study examines individual SIBs, their prevalence, co-occurrence, and relationships with psychological difficulties among Swedish adolescents aged 14–15. Data were drawn from the longitudinal SoL-project, with samples collected in the same municipality during two periods: 2007–2008 ($N \sim 1000$) and 2023–2024 ($N \sim 800$).

We observed a significant increase in the prevalence of repetitive NSSI (≥ 5 instances of any SIB) among girls across the two time periods ($OR = 5.72, p < .001$). Increases in SIBs among girls included cutting oneself (21.0% $\rightarrow$ 30.2%), minor cutting (26.3% $\rightarrow$ 32%), burning oneself (13.2% $\rightarrow$ 21.0%), severe scratching (23% $\rightarrow$ 34.4%), sticking sharp objects into the skin (18.5% $\rightarrow$ 25.5%), punching oneself (27.9% $\rightarrow$ 33.7%), and preventing wounds from healing (25.9% $\rightarrow$ 30.1%). In contrast, no significant change in repetitive NSSI prevalence was observed for boys ($OR = .74, p = .515$). For specific SIBs among boys, prevalences could be estimated to 7.0–17.1% in 2023–2024, representing a relative decrease of -14.3% (sticking sharp objects into skin) to -38.3% (preventing wounds from healing) in comparison to 2007–2008. The association between psychological difficulties with repetitive NSSI and the prevalence of specific SIBs was similar between periods for girls/boys. Network analysis of SIB co-occurrence revealed stable, homogenous relationships between periods.

Our findings highlight a troubling increase in specific SIBs among Swedish girls, with consistent associations between these behaviours and psychological difficulties. In contrast, boys exhibited stable or declining patterns. These results emphasize the need for gender-sensitive prevention and intervention strategies focusing on SIBs.

We conclude by outlining future research directions and inviting collaboration to address these trends in adolescent mental health.

THE EFFECTIVENESS OF THE DUTCH MEANINGFUL ROLES PROGRAM IN CHILDREN: A CLUSTER RANDOMIZED CONTROLLED TRIAL

Amanda W. G. van Loon, Tessa M. L. Kaufman

Utrecht University, The Netherlands

a.w.g.vanloon@uu.nl

A prosocial classroom climate is crucial to promote children's wellbeing, school safety, socio-emotional wellbeing, and educational outcomes. Although it is widely acknowledged that enhancing a prosocial classroom climate is important, few evidence-based interventions exist. Hence, the current study examines the effectiveness of a school-based program promoting a prosocial classroom climate in upper primary schools, stimulated by increasing basic psychological needs and intrinsic (prosocial) motivation. The Dutch Meaningful Roles program builds on the basic psychological needs of the Self-Determination Theory, which states that learning and development are optimized when children perceive that their environment fulfills their need for autonomy, competence, and relatedness. With a cluster randomized controlled trial, we investigated whether the program was effective in increasing 1) a prosocial classroom climate, 2) intrinsic (prosocial) motivation, 3) basic psychological needs, 4) school wellbeing, 5) positive teacher attitudes, 6) civic skills, and decreasing 7) bullying and victimization. The study consisted of three assessment points, before (T1), mid (T2), and postintervention (T3). In total 42 schools participated, randomized into the experimental group ($N = 20$ schools, $N = 1199$ children) and the control group ($N = 22$ schools, $N = 1138$ children). The total sample consisted of children between 6 and 12 years ($M_{\text{age}} = 9.6$, $SD = 1.20$, boys 48.6%). Regression analyses for the full sample showed no significant program effects. We performed additional analyses to examine the impact of treatment integrity, by using children's self-report data. For this subsample with ideal treatment integrity, significant program effects were observed for prosocial classroom climate, intrinsic motivation, autonomy, relatedness, and school wellbeing at T2, and competence and positive teacher attitudes at T3. These findings indicate that a classroom-based approach addressing basic psychological needs can be beneficial to promote a prosocial classroom climate. However, it is crucial that the program is implemented as intended.

THE ASSOCIATIONS BETWEEN INTERNALIZING AND EXTERNALIZING BEHAVIORS IN CHILDREN WITH AUTISM AND PARENTING STRESS: A SYSTEMATIC REVIEW

Madysen Messiaen, Michel Sfeir, Justine Gaugue, Sarah Galdiolo

University of Mons, Belgium

madysen.messiaen@umons.ac.be

A systematic review (Prospero Registration Number: CRD42024524871) was conducted to synthesize the existing literature on the associations between internalizing behaviors (IBs), externalizing behaviors (EBs), and parenting stress (PS) in families of children with Autism Spectrum Disorder (ASD). The study aimed to (1) investigate the subtypes of IBs and EBs most associated with PS from early childhood to adolescence; (2) explore differences in PS levels between mothers and fathers, both within coparental dyads (i.e., parents raising the same child) and across independent samples; (3) investigate how IBs and EBs change with age; and (4) analyze how the relationships between IBs, EBs, and PS evolve over time. This review also included studies evaluating intervention programs aimed at reducing the intensity of these behaviors and/or alleviating daily PS. After searching four databases (PubMed, Scopus, PsycINFO, and Wiley Online Library), 76 studies meeting the inclusion criteria were identified. Our findings reveal consistent positive associations between children's IBs, EBs and PS, regardless of the child's age. Some results suggest that EBs are stronger predictors of PS than IBs, while PS appears to predict both IBs and EBs. The findings regarding the impact of age on the intensity of both IBs and EBs, as well as the role of parental gender on PS levels, remains inconsistent. Regarding long-term associations, some longitudinal studies provide evidence of bidirectional associations between children's IBs, EBs and PS, which may intensify over time. Fortunately, intervention programs showed promising results in reducing both behavioral problems and daily PS, emphasizing the need for targeted interventions to support these families.

THE IMPACT OF ADHD ON PHYSICAL, PSYCHOLOGICAL, AND SOCIOEMOTIONAL OUTCOMES IN CHILDREN FROM UNDERSERVED COMMUNITIES AND THE CONTRIBUTING ROLE OF SLEEP PROBLEMS

Alina Marinca, Jennifer Lau, Julia Michalek

Queen Mary University of London, United Kingdom

a.marinca@qmul.ac.uk

Attention-deficit/hyperactivity disorder (ADHD) is a prevalent neurodevelopmental condition, affecting up to 12% of children worldwide. ADHD can co-occur with other problem areas including sleep disturbances, with a recent survey finding around 70% of children with ADHD also reporting sleep problems. ADHD and sleep problems each affect children's functioning across a number of domains from family, social and academic functioning. However, their co-occurrence has also been found to interact to amplify their negative impact on children's adjustments. Such data however relies on cross-sectional correlations, leaving a gap in understanding the long-term effects of sleep problems on the impact of ADHD behaviours and children's adjustments.

This project uses data from the Development of Emotional Resilience (DEER) observational cohort, which investigates risk and resilience factors in 7-12 years old children in East London schools, an underserved community. For this project, data collected at 2 waves were used, respectively 419 children had teacher-reported ADHD symptoms at time 1, self-reported Sleep habits at time 2 and physical, psychological and socioemotional adjustments self-reported by children at time 2. Structural Equation Modelling was used to test both direct and interactive effects of ADHD symptoms and sleep problems on wellbeing outcomes.

The findings revealed significant direct effects of ADHD symptoms and poor sleep habits on children's wellbeing and adjustments (modelled as a latent variable across domains). ADHD symptoms and sleep problems were significantly associated with reduced scores on this well-being factor. There was a significant interaction between sleep problems and ADHD across the wellbeing outcomes ($\beta=0.53$, $p<.0001$). Unexpectedly, amongst children with more sleep problems, ADHD was a weaker temporal predictor of well-being scores. These findings highlight complex inter-relationships in the effects of ADHD, sleep and their co-occurrence on well-being and adjustments.

MENTAL HEALTH PATTERNS AMID GLOBAL CRISES: EVIDENCE FROM A FOUR-WAVE STUDY OF LITHUANIAN AND GERMAN YOUNG ADULTS

**Inga Truskauskaitė¹, Monika Kvedaraitė¹, Julia Brailovskaia²,
Evaldas Kazlauskas¹, Jürgen Margraf²**

¹Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

²Ruhr-Universität Bochum, Germany

inga.truskauskaitė@fsf.vu.lt

Background. Recent years have witnessed global challenges, including the COVID-19 pandemic and the Russian invasion of Ukraine, potentially impacting mental health across populations. However, there remains a significant gap in longitudinal research examining these impacts comprehensively. This study investigated the temporal dynamics of mental health indicators and their interrelationships from the pre-pandemic period through the ongoing military conflict in Ukraine.

Methods. A longitudinal investigation comprising four time points was conducted with young adults from Lithuania and Germany (N = 432; 76.4% female; age: M=22.98, SD=6.35 at baseline). The research employed latent change analysis to examine temporal trajectories, latent class change analyses were used to identify patterns of change, and cross-lagged panel analysis was used to investigate relationships between mental health indicators over time.

Results. While aggregate-level analyses revealed stability in psychological well-being indicators throughout the study period, distinct patterns emerged in subgroup analyses. Individuals initially presenting with low levels of symptoms showed improvements over time, whereas those with elevated baseline symptoms experienced deterioration in depression, anxiety, and stress levels, accompanied by declining positive mental health (PMH). Furthermore, higher PMH scores during the pre-pandemic and second COVID-19 wave predicted reduced stress levels in subsequent years. Initial anxiety levels and anxiety during the lifting of COVID-19 restrictions were predictive of elevated stress in the following assessments.

Conclusions. The findings suggest differential vulnerability patterns among young adults during global crises, with most displaying psychological resilience while a subset with pre-existing psychological challenges shows increased susceptibility to adverse effects. Interventions focusing on enhancing positive mental health and managing anxiety may be particularly beneficial in supporting young adults during periods of global uncertainty.

LONGITUDINAL RELATIONS BETWEEN MATH ANXIETY AND PERFORMANCE: THE ROLE OF SELF-CONCEPT AND INTEREST

Riikka Mononen¹, Pinja Tähti¹, Anna Tapola², Johan Korhonen²

¹University of Oulu, Finland; ²Åbo Akademi University, Finland

riikka.mononen@oulu.fi

While a negative relation between math anxiety (MA) and performance is well-documented in the literature, we still lack research about the directionality of this relationship, and the roles of motivational factors in it. In this study, we investigated the longitudinal relations of MA and performance from the 4th to 5th grade, and how math self-concept and interest predict MA and performance. Finnish students' ($n = 345$) MA (cognitive and affective dimensions) and math performance (multi-digit arithmetic fluency) were measured twice, and math self-concept and interest once in the 4th grade. Cross-lagged panel model showed that Grade 4 math performance predicted Grade 5 MA (both cognitive and affective), but not vice versa, thus supporting the theoretical Deficit Model of MA. When motivational factors were included in the model, only Grade 4 math performance predicted Grade 5 affective MA. Math interest was a significant predictor of affective MA, whereas math self-concept predicted only math performance. As our results follow the Deficit Model of the directionality between math performance and MA, in school practice, emphasis should be given in supporting students' math skills and interest, which in turn, may help in reducing MA. Lack of interest in math could also be considered as a risk factor for experiencing MA, especially the affective dimension of it.

ROLES OF EARLY EXECUTIVE FUNCTIONS FOR CREATIVE THINKING IN PRESCHOOL CHILDREN

Hiromi Tsuji

Osaka Shoin Women's University, Japan

tsuji.hiromi@osaka-shoin.ac.jp

The present study hypothesized that executive functions during preschool can impact creative thinking, which includes both divergent and convergent thinking. While young children are naturally creative, often taking divergent and unexpected actions without much planning, little is known about early convergent thinking. This study focused on the emergence of convergent thinking during preschool years and how executive functions are associated with this ability.

A total of 151 children (73 girls) aged between 3 and 6 years participated in this study. Three executive functions—updating, inhibition, and shifting—were measured as predictor variables. Convergent thinking was assessed using a child version of Danker's candle task, which required children to use a common tool in an unconventional way to achieve a solution. Responses were evaluated based on the completeness of the solution, as well as the uniqueness and relevance of the ideas presented. Responses were coded at four levels, with the highest level for the complete solution and grading for uniqueness and relevance.

Task performance was compared across three age groups (mean ages of 4, 5, and 6). The oldest group outperformed the youngest group: Welch's ANOVA, $F(2, 97.8) = 6.51$, $p = .002$, indicating age-related differences in convergent thinking skills during the preschool period. Controlling for age and gender variables, the regression model indicated that the executive function of shifting, measured by DCCS (Zelazo, 2006), is a significant predictor of convergent thinking. These findings suggest that creative thinking already has cognitive associations in preschool years and that flexibility is an important ability for creative problem solving.

THE MEANING OF HOME AMONG BEDOUIN CHILDREN FROM UNRECOGNIZED VILLAGES IN ISRAEL

Or perah Midbar Alter¹, Ibtisam Marey Sarwan²

¹The University of Cambridge, United Kingdom; ²Sakhnin College, Israel

perahmidbar@gmail.com

The concept of home is considered a fundamental human right and holds various meanings shaped by social perspectives. Personal, social-experiential views and the physical location represent significant aspects of the connection between individuals and their homes (Easthope, 2004). The term “home” is commonly used and well-understood, with its most widespread definition referring to the dwelling place of individuals and families. For children, the sense of stability and security provided by the home, along with the familial bonds it fosters, equip them with the strength to grow and the courage to explore the world. (Campo et al., 2020).

This study, employing a phenomenological qualitative approach, examines the concept of “home” among 25 Bedouin children aged 4 to 6 from unrecognized villages (UV) in Israel. These villages face severe challenges, including a lack of basic infrastructure and services, harsh living conditions, and the constant threat of home demolitions (Sedawi et al., 2021). The findings highlight the complexity of the children’s living conditions and reveal the dual role of the home as both a source of risk and a place of protection. The study identifies how children perceive the concept of “home,” their experiences of home demolitions carried out by authorities, and the ways in which the home becomes a source of emotional distress. It also explores the coping mechanisms employed by the children and their families.

Based on the context-informed approach (Nadan & Roer-Strier, 2021), the research emphasizes the role of family and community as vital sources of protection, resilience, and emotional security for children. The conclusions stress the importance of culturally sensitive interventions and call for improvements to infrastructure in underserved areas. Additionally, they highlight the need to include children’s perspectives in decision-making processes that affect their living conditions, ensuring that their voices are heard and their needs addressed.

EXPLORING ADOLESCENTS' EXPERIENCES WITH MISOGYNISTIC ONLINE CONTENT, MALE ROLE NORMS AND ROMANTIC COMPETENCE

Angela Mazzone, Naomi Martin

School of Psychology, University of Surrey, United Kingdom

a.mazzone@surrey.ac.uk

This study explored adolescent exposure to misogynistic online content and its relationship with endorsement of male role norms and romantic competence, amid growing concern over the influence of misogynistic role models on adolescent views of romantic relationships. A sample of 256 English adolescents aged 14-18 (59% girls, 37% boys, and 4% other identities) completed an online survey. Participants answered 2 items measuring their exposure to, and agreement with misogynistic online content. Validated self-report measures were used to assess distinct components of male role norms (i.e., emotionally detached dominance; toughness; avoidance of femininity) and romantic competence (i.e., initiating relationships; assertiveness; self-disclosure; giving emotional support; resolving interpersonal conflicts). Results revealed that despite similar exposure to misogynistic online content, boys endorsed male role norms more strongly than girls. A significant positive correlation was found between agreement with misogynistic online content and endorsement of male role norms. Agreement with misogynistic online content was positively associated with initiating relationships and assertiveness and negatively associated with self-disclosure and giving emotional support. The findings of multiple linear regression analyses showed that toughness and avoidance of femininity were positively associated with assertiveness, emotional support, and conflict resolution. Simultaneously, emotionally detached dominance was associated with better relationship initiation, but poorer emotional support, self-disclosure, and conflict resolution, particularly for boys. Taken together, these findings suggest that relationship education focused on emotional support and self-disclosure might counteract adolescents' susceptibility to misogynistic online content, and endorsement of male role norms, although longitudinal evidence is warranted to further explore these associations.

ENHANCING EMOTIONAL SECURITY AND SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN IN FOSTER CARE: EFFECTS OF THE ATTACHMENT VIDEO-FEEDBACK INTERVENTION (AVI)

Tess Bretesché¹, Emmanuelle Toussaint², George M. Tarabulsy³, Pauline Simon³, Anne Raynaud⁴, Fabien Bacro⁵

¹Centre de Recherche en Education de Nantes (CREN), Nantes Université, France; ²Pôle de pédopsychiatrie, EPSM Georges Mazurelle, La Roche-sur-Yon, France; ³École de Psychologie, Université Laval, Québec, Canada; ⁴Institut de la Parentalité, Floirac, France; ⁵Laboratoire de Psychologie des Pays de la Loire (LPPL), Nantes Université, France

tess.bretesche@univ-nantes.fr

Research on the development of children in foster care highlights their vulnerability and the need for effective strategies to support their adaptation. Studies show that children deprived of sensitive care early in life are at high risk for developing disorganized attachment patterns and behavioral disorders (Humphreys & Zeanah, 2015). The long-term benefits of secure attachment relationships highlight the importance of early attachment-based prevention programs in foster care.

Our research evaluates the effectiveness of a home-visiting intervention for foster children and their foster families in a French child protection service. Developed in Quebec, the Attachment Video-feedback Intervention (AVI, Moss et al., 2018) is a home-based approach inspired by attachment theory. It uses video-feedback to enhance the caregiver's sensitivity and promote child development. The study examines the program's effects on: (1) the development of secure attachment between foster parents and children, (2) foster parents' ability to meet children's emotional needs, (3) foster parents' perception of self-efficacy, and (4) children's behavioral development. A sample of 40 children aged 18 months to 5 years and their foster parents were randomly assigned to intervention or control groups. Effectiveness was assessed through pre- and post-tests, consist of observations from dyadic interactions filmed in the foster family's home (Attachment Q-Sort; Waters & Deane, 1985 and Maternal Behavior Q-Sort; Pederson & Moran, 1995) and questionnaires completed by foster parents (General Scale of Parental Self-Efficacy Belief; Meunier & Roskam, 2009 and Child Behavior Checklist; Achenbach & Rescorla, 2000).

Our results suggest that improving foster parents' sensitivity and self-efficacy leads to more secure attachment and fewer behavioral problems in children. This presentation will describe the implementation of the AVI program, highlight the study's methodology, and, in light of the results, discuss its significance for shaping public child protection policies and practices to better support foster families.

KNOWLEDGE AND COMFORT PREDICT TEACHING ABOUT SEXISM IN SCHOOL TEACHERS

Harriet Tenenbaum¹, Aife Hopkins-Doyle¹, Lindsey Cameron², Lauren Spinner³, Bridget Dibb¹, Andrea Kočiš¹, Rose Brett⁴

¹University of Surrey, United Kingdom; ²University of Kent, United Kingdom; ³Education Endowment Fund, United Kingdom; ⁴University of Portsmouth, United Kingdom
h.tenenbaum@surrey.ac.uk

Although lessons about sexism can increase gender egalitarianism in children, teachers often shy away from discussing sensitive topics, such as sexism, in classrooms. We conducted two studies to examine why teachers may not discuss sexism. In a qualitative study with 20 primary teachers, teachers reported not discussing sexism because of the belief that sexism was not an issue, that sexism was unimportant, low comfort and knowledge levels in teaching sexism, and not enough support from parents and schools. Teachers taught about sexism to balance out other perspectives, when they had support from authorities, and when sexism was related to a lesson. Using the themes found in Study 1, Study 2 developed quantitative scales to examine the predictors of intentions to teach about sexism in 233 primary and secondary teachers. About half ($n = 121$, 51.9%) of the teachers reported having taught lessons on sexism previously. The full regression model, $F(14, 215) = 19.24$, $p < .001$, found that teachers had higher intentions to teach about sexism when they felt more comfortable and knowledgeable about teaching sexism, when parents did not approve of their teaching of sexism, and when teachers were younger. We discuss findings from both studies in terms of theoretical and practical implications.

ARE THERE TIME TRENDS IN ADOLESCENT NON-SUICIDAL SELF-INJURIOUS BEHAVIORS, DISORDERED EATING, AND PSYCHOLOGICAL DIFFICULTIES ACROSS TWO DECADES?

Daiva Daukantaitė, Benjamin Claréus, Margit Wångby-Lundh, Lars-Gunnar Lundh, Jonas Bjärehed

Lund University, Sweden

daiva.daukantaitė@psy.lu.se

Suicidal ideation and behaviors often stem from self-destructive patterns such as nonsuicidal self-injury (NSSI) and disordered eating (DE), compounded by mental health challenges like depression. Recent data from the National Board of Health and Welfare highlight a rise in adolescent mental health issues, with self-destructive behaviors serving as precursors to suicide. Understanding these trends is critical for identifying at-risk groups and shaping prevention strategies.

This study examined changes in the prevalence of NSSI, DE, and psychological difficulties among Swedish adolescents aged 14–15 across two time periods in the longitudinal SoL-project: 2007–2008 ($N \sim 1000$) and 2023–2024 ($N \sim 800$). Gender-specific analyses focused on severe manifestations, including repetitive NSSI, high-risk DE, and clinically relevant psychological difficulties. Comorbidity trends between NSSI or DE and psychological difficulties were also explored.

Findings revealed stark gender disparities. Among girls, repetitive NSSI prevalence more than doubled ($OR = 5.72, p < .0001$) across the last decades, while DE symptom severity increased significantly ($\beta = 0.23, p < .0001$). Psychological difficulties rose substantially, particularly emotional symptoms ($OR = 5.16, p = .0009$). Comorbidity between NSSI, DE, and psychological difficulties increased significantly among girls. In contrast, boys displayed a decline in any NSSI prevalence ($OR = 0.41, p < .0001$), while repetitive NSSI severity remained stable. High-risk DE and clinically relevant psychological difficulties showed minimal changes, with only modest increases in overall mental health challenges ($\beta = 0.20, p < .0001$).

These results highlight a troubling polarization in adolescent mental health, with self-destructive behaviors and psychological difficulties intensifying among girls. In contrast, while boys exhibited more stable patterns, underlying vulnerabilities in their mental health remain concerning. The study emphasizes the urgent need for collaborative efforts to effectively address the growing adolescent mental health crisis, with targeted interventions for both genders.

CHANGING GENDER-ROLE ATTITUDES AMONG ADOLESCENTS ACROSS TWO ETHNIC GROUPS

Suha Daw^{1,2}, Miri Scharf¹

¹University of Haifa, Israel; ²Oranim College, Israel

dawsuha@gmail.com

The current study examined a growth mindset intervention designed to promote egalitarian gender role attitudes among adolescents during a pivotal stage of their development, since these attitudes may have important implications for their identity development, well-being, and future life decisions. A sample of 181 eighth-grade students (61% female, $M_{age}=13.14$, $SD=0.42$) from six Israeli schools participated in the study. The sample consisted of 49% Jewish and 51% Arab adolescents, including both Muslims and Christians. Adolescents engaged in a two-session intervention that included videos and reflective writing tasks. Pre-and post-intervention, they completed self-administered questionnaires assessing their gender-role mindsets, attitudes toward women, and sexism. After the intervention, there was an increase in growth mindsets and egalitarian attitudes towards women among adolescents, and a reduction in benevolent sexism and fixed gender-role mindsets. Hostile sexism, however, remained unchanged. No significant sex or ethnic differences were found in the effectiveness of the intervention. Gender-role mindsets mediated the association between the intervention and egalitarian attitudes, but not the association between the intervention and benevolent sexism. In conclusion, the findings demonstrate the potential of brief and targeted growth mindset interventions in promoting favorable changes in adolescents' attitudes towards gender roles. According to this study, despite prolonged gender-role socialization, adolescents from diverse ethnic backgrounds can move towards more egalitarian attitudes and flexibility in gender roles through a rather targeted process. This finding is promising especially in adolescence, when stereotypes are often intensified.

DO PRESCHOOLERS FROM THREE COUNTRIES PREFER THEIR INGROUP FOR ALTRUISTIC SHARING AND HELPING?

Wibke Eickmann¹, Meytal Nasie², Müge Ekerim-Akbulut³, Noa Golani², Fatmanur Er³, Meitar Yosef², Norbert Zmyj¹

¹TU Dortmund University, Germany; ²Tel Aviv University, Israel;

³Istanbul 29 Mayıs University, Turkey

wibke.eickmann@tu-dortmund.de

In a cross-cultural research project, drawing on Social Identity Development Theory (Nesdale, 2004), we investigate preschoolers' attitudes towards real and minimal groups, and their willingness to behave prosocially towards members of their own and another group. Moreover, we aim to understand how cultural differences and distinct levels of intergroup conflict shape early intergroup attitudes and prosociality. For that, we compare three countries with different social and political contexts, namely Germany, Israel, and Turkey.

The first study examines German and Israeli preschoolers' ($N = 128$, Age: $M = 5$ years, 7 months) attitudes towards social groups and their willingness to sacrifice playtime. Preschool children indicated their attitudes towards German and Turkish and Jewish and Arab children, respectively. Next, children could forego some of their playtime to help another child from the ingroup or outgroup in a clean-up task.

In a second study, we employ minimal groups to examine fundamental differences in intergroup bias among preschoolers from Germany, Israel, and Turkey (planned $N = 156$, age 4 years, 10 months to 6 years, 6 months). Children indicated their attitudes towards minimal ingroup and outgroup members. In an adapted clean-up task, children could forego some playtime to help another child from the ingroup or outgroup. Finally, children could donate stickers to an ingroup and outgroup child in a resource sharing task.

For study 1, paired t -tests indicated that children preferred ingroup over outgroup members on two attitude measures, $t(127) = 8.342$ and $t(127) = 4.639$, $p < .001$. Differences in attitudes between countries were non-significant, *Hotelling's* $T^2(4, 123) = 0.824$, $p = .512$. Children did not show a bias in their actual behavior and displayed equal helping towards ingroup and outgroup members, *Hotelling's* $T^2(2) = 0.548$, $p = .579$. Data collection for the second study is ongoing. Preliminary findings will be presented.

THE DEVELOPMENT OF SUBJECTIVE WELL-BEING DURING ADOLESCENCE: A MULTIDISCIPLINARY SYSTEMATIC REVIEW OF LONGITUDINAL STUDIES

Yi-Jhen Wu¹, Michael Becker¹, Ronny Scherer², Jonas Carvalho e Silva³

¹Center for Research on Education and School Development, TU Dortmund University; ²Centre for Educational Measurement, University of Oslo; ³Center for Behavioral Theory and Research, Federal University of Pará
yi-jhen.wu@tu-dortmund.de

Adolescence, spanning ages 10 to 19, is generally characterized as a challenging period for most adolescents. During this phase, adolescents face new developmental tasks and undergo biological, cognitive, and psychological changes. From a contextual perspective, the transition to secondary school might lead to a person-environment misfit, as environments in secondary schools do not entirely fit adolescents' needs. Developmental and contextual perspectives suggest that subjective well-being—how individuals evaluate their lives—during adolescence might decline. However, previous studies have reported inconsistent developmental patterns of subjective well-being during adolescence. Thus, our study aimed to provide a comprehensive and multidisciplinary systematic review of how subjective well-being develops during adolescence. We screened 11,751 studies in education, psychology, and health sciences databases. After reviewing titles and abstracts, we identified 361 longitudinal studies that were eligible to full-text reading and coding. In the preliminary results (i.e., 25% of coded studies), the average of sample size was $N = 1,128$. On average, adolescents were 13.28 years old (min = 10, max = 16.23), and the average number of measurement points was 3.18 (min = 2, max = 8). Our preliminary findings suggested that subjective well-being tended to decline regardless of types of well-being measures, though some variations in developmental patterns were observed across studies. Therefore, we concluded that subjective well-being is likely to decline during the transition from early to middle adolescence. Full results, theoretical and practical implications will be presented and discussed.

THE IMPACT OF THEORY OF MIND ABILITIES ON THE COMING-OUT PROCESS IN LGBTQ+ TEENAGERS

Christopher Osterhaus¹, Salvatore Ioverno²

¹University of Vechta, Germany; ²Roma Tre University, Italy

christopher.osterhaus@uni-vechta.de

The coming-out process is a critical milestone in LGBTQ+ identity development, involving internal self-recognition of one's sexual orientation or gender identity and external disclosure to others. Theory of Mind (ToM), the ability to infer others' mental states, may influence this process by enhancing self-awareness and facilitating navigation of the social complexities surrounding identity disclosure. This study investigates ToM's role in predicting earlier self-recognition and a smaller temporal gap between inner realization and external coming out, alongside the impact of concealment, internalized sexual stigma (ISS), self-esteem, and bullying.

A total of 148 LGBTQ+ adolescents aged 13–19 years ($M=16.1$, $SD=1.19$) participated in an online survey. The sample included 137 participants assigned female and 11 assigned male at birth, with 13 identifying as transgender, 23 as nonbinary, and 112 as cisgender. Regarding sexual orientation, 28 identified as gay or lesbian, 34 as bisexual, 26 as queer, and 25 as pansexual. Participants completed validated measures of ToM, self-esteem, ISS, concealment, and bullying, along with assessments of key coming-out milestones. Hierarchical regression analyses were conducted to examine ToM's predictive value while controlling for these psychosocial variables.

Results showed that higher ToM abilities were significantly associated with a shorter temporal gap between inner and external coming out and earlier external disclosures, but ToM did not predict earlier self-recognition. Concealment was strongly correlated with ISS and self-esteem but unrelated to ToM. Anticipated negative reactions from schoolmates predicted longer durations of concealment, while bullying negatively impacted self-esteem and was linked to delayed coming out.

These findings suggest that ToM plays a critical role in facilitating external coming out by enabling LGBTQ+ youth to anticipate and navigate the complexities of disclosure. However, self-recognition processes may rely more on introspective and emotional mechanisms. Addressing stigma, reducing bullying, and fostering supportive peer environments may encourage earlier and more positive coming-out experiences.

EARLY LIFE STRESS, PEER RELATIONSHIPS IN MIDDLE CHILDHOOD, AND ATTACHMENT IN ADOLESCENCE

**Yan Li¹, Jaakko Tammilehto¹, Jallu Lindblom², Mervi Vänskä²,
Raija-Leena Punamäki², Marjo Flykt¹**

¹University of Jyväskylä, Finland; ²University of Tampere, Finland

yan.z.li@helsinki.fi

Previous longitudinal studies have examined the influence of early life stress (ELS) on children's attachment in infancy, childhood, and adulthood (Ferreira et al., 2024; Lo et al., 2019; Waters et al., 2000). However, few longitudinal studies have explored the impact of ELS on adolescents' attachment, particularly their relationship-specific attachment to multiple attachment figures. Little is also known on the role of peer relationships as an underlying mechanism between ELS and adolescent attachment. Therefore, the current longitudinal study aims to examine the impact of ELS on adolescent attachment and the moderating and mediating effects of middle-childhood peer relationships.

This pre-registered study (<https://osf.io/tx76z>) comprised 866 families. Mothers and fathers were asked to separately complete posted questionnaires during the second trimester of pregnancy (T1), and at the child's age of two months (T2), 12 months (T3), and 7–8 years (T4). At 17–19 years (T5), adolescents completed electronic questionnaires. This study utilized maternal and paternal reports from T1 to T3 to assess ELS, including family relationships (i.e., parent-child and interparental) and parental mental health problems, and from T4 for peer exclusion. At T5, adolescents self-reported about their attachment styles towards the mother, father, best friend, and romantic partner.

Results indicated that ELS predicted peer exclusion in middle childhood and peer exclusion in turn predicted attachment anxiety and avoidance to friends in adolescence. We also observed a significant mediating effect of peer exclusion between ELS and attachment anxiety to friends. The associations between ELS and peer exclusion and the mediating role of peer exclusion were more significant for mother-reported ELS. This longitudinal study enhances our understanding of how ELS impacts adolescent attachment, and also elucidates the critical roles of peer relationships in middle childhood, highlighting essential pathways for interventions and support in developmental psychology.

INDIVIDUAL AND COLLECTIVE CREATION OF FANTASIES IN KINDERGARTEN CHILDREN'S PRETEND PLAY WITH A COMMUNICATIVE ROBOT: HOW STORIES ARE FORMED AND SHARED

Hideki Kozima

Tohoku University, Japan

xkozima@tohoku.ac.jp

We propose a cognitive model explaining the emergence of pretend play among kindergarten children, implicating a novel developmental model of communication and sociality. This study is based on a 12-month-long observation of three-year-old children spontaneously playing with a communicative robot. Our qualitative analysis of video data from the robot's on-board camera reveals individual and collective processes underlying the formation of pretend play. This report describes the cognitive psychological model that explains these processes.

At the individual level, each of the children generated imaginative expectations, such as object substitutions (e.g., an empty cup for that with milk) and role assignments (e.g., the robot for a sick baby). Based on Friston's "free-energy principle," we identified two key processes: (1) children projected their expectations onto the real world, constructing blended story-scene representations from the counter-factual expectations and the physical reality, and (2) they externalized these expectations through speech and actions, creating a shared history that became interpretable by others.

At the collective level, the children's expectations gradually converged into a mostly consistent shared fantasy. Initially, their expectations were incongruent; however, as the interaction unfolded, each child continuously updated their expectations, aligning them with those of others. We identified the underlying cognitive process driving this convergence as maximizing the meaningfulness in interpreting the history of each other's speech and actions. This process of individual optimization resulted in the self-organized emergence of a shared fantasy at the collective level.

In this presentation, we will share (1) a detailed case study of observed pretend play and (2) the cognitive mechanisms driving the emergence of shared fantasies at individual and collective levels. Pretend play, involving the imagination of non-existing things and events, is deeply connected to meta-representation and theory of mind. A deeper understanding of this process provides a novel insight into children's social and cognitive development.

TEACHERS, PEERS, OR BOTH? THE RELATIVE CONTRIBUTION OF RELATIONSHIPS WITH TEACHERS AND PEERS TO ADOLESCENTS' SOCIAL-EMOTIONAL ADJUSTMENT

Anouck Lubon, Karine Verschueren, Hilde Colpin

KU Leuven, Belgium

anouck.lubon@kuleuven.be

According to the bio-ecological paradigm (Bronfenbrenner & Morris, 2006), the broader environment, such as the classroom, can influence adolescent development. Research has shown that relationships with teachers and peers are associated with adolescents' social-emotional adjustment (e.g., Wentzel & Ramani, 2016). However, previous studies have mostly included only one type of relationships, either with teachers or peers, rather than both, making it difficult to draw conclusions about the relative contribution of both relationship types. The current longitudinal study aims to investigate the relative contributions of positive and negative relationships with teachers and peers (affiliation and dissatisfaction, peer acceptance and rejection, respectively) to adolescents' social-emotional adjustment (i.e., depressive symptoms and well-being at school). In November 2023 (Wave 1), January/February 2024 (Wave 2), and April 2024 (Wave 3), 939 Belgian Grade 7 students (first year of junior high school; 50.1% identified as male, $M_{age} = 12.43$ years, $SD_{age} = 0.40$) completed questionnaires on teacher-student relationships and social-emotional adjustment, and peer nominations on peer relationships. Multilevel analyses will be conducted as participants are nested within classrooms. Positive (negative) relationships with teachers and peers are expected to predict better (worse) social-emotional adjustment, controlling for initial social-emotional adjustment. As peer relationships become more important during adolescence (Wentzel, 2009), we expect peer relationships to be more predictive of adolescents' social-emotional adjustment than teacher-student relationships. In line with the negativity bias (Vaish et al., 2008), we expect negative classroom relationships to have a stronger effect on adolescents' social-emotional adjustment than positive classroom relationships. Preliminary multiple linear regression analyses showed that Wave 1 teacher affiliation significantly predicted depressive symptoms, but not well-being at school at Wave 2, suggesting that teacher-student relationships remain important in junior high school. Wave 1 teacher dissatisfaction, peer acceptance, and peer rejection were not significant predictors of Wave 2 depressive symptoms and well-being at school.

DEFINING AND DESIGNING DISINFORMATION: A QUALITATIVE EXPLORATION OF DUTCH YOUTHS' PERCEPTIONS AND EXPERIENCES OF DISINFORMATION

Sophie Morosoli, Aqsa Farooq, Elske van den Hoogen, Maud Hensums

University of Amsterdam, Netherlands

s.v.morosoli@uva.nl

For youth, being frequent users of social media has numerous social and emotional benefits, such as having access to peer support – however, social media can also expose youths to harmful content (Popat & Tarrant, 2023). One type of harmful content is disinformation, content that aims to mislead, usually to serve an ulterior motive (Wardle, 2018). When youth come across disinformation, they may be prone to sharing it due to social pressures from their peers (Duffy et al., 2020; Herrero-Diz et al., 2020) and thus, contribute to the spread of disinformation online (Duvekot et al., 2024). Within this landscape, Dutch youth represent a group that scores below the basic level for media literacy skills, skills crucial for identifying disinformation (Krepel et al., 2024). By conducting in-depth focus groups (expected N = 24-30) this study takes a qualitative and innovative approach to understanding how Dutch youth aged 16-21 perceive and deal with disinformation, and to what extent their social circle (e.g., friends and peers) influence these perceptions. During the group interviews, the participants will perform a task, creating disinformation using Generative AI that resembles disinformation that they have previously encountered. After the task, participants will be asked to reflect on their feelings about the task, as well as the generated output. This will allow us to understand both the defining attributes of the disinformation youths encounter, as well as how they relate to the content in terms of the emotions and thoughts that emerge during and after the process. By centring youths' experiences, feelings, and encounters with disinformation, we aim to deepen the existing understanding of the extent to which disinformation affects Dutch youths. The results are informative for developing media literacy training material and can help tailor interventions to the experiences of today's youth.

THE EFFECT OF PARENTING ON CHILDREN’S AND ADOLESCENTS’ COMPULSIVE INTERNET USE: A LONGITUDINAL STUDY

**Ilknur Coban¹, Aysun Dogan², Basak Sahin-Acar³, Deniz Tahiroglu⁴,
Sibel Kazak Berument³**

¹Tekirdag Namik Kemal University, Türkiye; ²Ege University, Türkiye;

³Middle East Technical University, Türkiye; ⁴Bogazici University, Türkiye

ilknur.cob@gmail.com

Compulsive internet use defined as the dependencies of online activities with excessive internet usage is one of the main problems associated with the social media use. One of the main factors shaping children’s and adolescents’ compulsive internet use is parenting. Social media allows children to feel independent, providing an opportunity for socialization away from adults. However, this situation can also be dangerous and without parental control it may lead children to inappropriate sexual content, illegal activities, and elements of violence.

This study aims to examine the parenting factors affecting children’s and adolescents’ compulsive internet use. A total of 5041 children and adolescents aged between 8-18 ($M=12.68$, $SD=2.61$), from 185 schools and their mothers participated in this longitudinal study. According to results, maternal overprotective behavior predicted compulsive internet use for elementary school students. Paternal monitoring behavior, disclosure to mother and father, maternal and paternal overprotective behavior predicted compulsive internet use for middle school students. For high school students, paternal monitoring behavior, disclosure to mother, maternal and paternal overprotective behavior predicted compulsive internet use. The longitudinal analyses showed that only for middle school students parenting predicted compulsive internet use at the second time point.

This research is important in terms of examining the compulsive internet use of children and adolescents and considering different parenting factors. In addition, results may show a developmental pattern for CIU in terms of the effect of parenting. The findings are discussed within the scope of the limitations and contributions of the study based on previous research.

PARENTAL SMARTPHONE USE, INSTRUMENTAL USE OF DEVICES IN CHILDREARING, AND CHILDREN'S PSYCHOSOCIAL ADJUSTMENT

Marina Camodeca¹, Valentina Levantini¹, Carmen Gelati²

¹University of Udine, Italy; ²University of Milano-Bicocca, Milan, Italy

marina.camodeca@uniud.it

The age at which children access digital devices decreases, leading to potential risks to their development and well-being (Bozzola et al., 2018). The risks seem amplified if parents use devices pervasively (e.g., cannot stay without the smartphone, continuously check the screen) or in an instrumental way towards their children (i.e., to soothe them, to prevent them from getting bored, or to keep them occupied or entertained) (Radesky et al., 2016). These attitudes may be associated with poor parenting quality and low sensitivity to the child's needs (McDaniel, 2019). The present work explores whether parental smartphone use (PSU) is associated with children's internalizing and externalizing symptoms and prosocial behavior, directly and indirectly, via the instrumental use of electronic devices in childrearing. The sample included 292 children (52.10% females) aged 43-100 months ($M = 74.54$, $SD = 14.14$). Measures tested: 1) PSU (adapted from Karadag et al., 2015); 2) instrumental use of devices (Mascaro, 2024); 3) children's internalizing and externalizing symptoms and prosocial behavior, assessed with the SDQ teacher report (Goodman et al., 1997). Results highlighted that PSU was associated with instrumental use of devices ($b = .213$, $p < .001$), which, in turn, was associated with internalizing problems, positively ($b = .753$, $p = .016$; Indirect effect: $b = .160$, $[.009, .341]$), and with prosocial behavior, negatively ($b = -.718$, $p = .003$; Indirect effect: $b = -.153$, $[-.324, -.019]$). Direct effects were not significant. Findings indicate that parents who pervasively use smartphones are more prone to employ digital devices as instruments to calm or entertain their children. This attitude deprives children of proper occasions to interiorize self-regulation strategies and lowers the threshold of frustration and the possibilities of interactions. Therefore, it is feasible that internalizing difficulties increase and that behaviors aimed at facing and helping others decrease.

INTERNALIZING PROBLEMS AND EXCESSIVE ICT USE: A PRELIMINARY INVESTIGATION IN ITALIAN ADOLESCENTS

**Ainzara Favini¹, Alessia Teresa Virzi², Flavia Culcasi³, Luciana Pia Beranudo⁴,
Maria Rita D'Emilio⁴, Loreta Cannito⁵, Carolina Lunetti¹**

¹Department of Human Sciences, Guglielmo Marconi University, Rome, Italy; ²Department of Psychology, Sapienza University of Rome, Italy; ³Clinic for Substance and Behavioral Addiction, Academic Foundation Policlinico Agostino Gemelli IRCCS, Rome, Italy; ⁴Department of Humanities, University of Foggia, Foggia, Italy; ⁵Department of Social Sciences, University of Foggia, Foggia, Italy
a.favini@unimarconi.it

Introduction: Adolescence is one of the most critical periods for individual development, and one of the most salient domains of functioning that normatively changes is the emotional domain (Salmela-Aro, 2011). Many studies indicate that starting from early adolescence, youths are frequently involved in emotional and internalizing problems, such as anxious and/or depressive feelings, withdrawal, and, with a critically increasing trend in recent years, Fear of Missing Out problems (FOMO; Brunetti et al., 2024; Ghul et al., 2021). One of the most influencing variables nowadays that crucially impacts youths' mental health is the online context, and a lot of previous research evidenced how excessive use of ICT (i.e., Information and Communication Technologies) plays an important role in increasing individual vulnerability for internalizing problems (Meynadier et al., 2025).

Aims: The general aim of the present work is to investigate short-longitudinal associations between excessive ICT use and internalizing problems in adolescence, controlling for youths' age and gender. We considered smartphone and Social Network addictive behaviors as indicators of excessive ICT use, and we accounted for anxiety, depression, withdrawal, FOMO fear, and FOMO control for internalizing problems.

Method: 372 Italian youths ($M_{\text{age}}=15.25$; $SD=0.51$; 57%males) completed at T1 the Bergen Social Media Addiction Scale (BSMAS; Andreassen et al., 2016) and the Smartphone Addiction Scale (SAS; Kwon et al., 2013), and at T2, the Youth Self-Report (YSR; Achenbach, 1991) for Anxiety, Depression and Withdrawal, and the Fear of Missing Out Scale (FOMO; Przybylski et al., 2013) for FOMO fear and FOMO control.

Results: The path analysis model showed that the two excessive ICT use differently predicted specific internalizing problems after three months. In particular, smartphone addictive behaviors significantly predicted higher FOMO control, especially in younger adolescents. Differently, SN addictive behaviors predicted higher anxiety, especially in younger adolescents, and higher FOMO fear, especially in adolescent girls.

CAN PARENTING PROGRAMS HARM? A CLOSER LOOK AT THE INFLUENCE OF INITIAL PARENTING SELF-EFFICACY

Lara Mansur Soldano¹, G.J. Melendez-Torres², Liina Laas Sigurðardóttir³, Frances Gardner³, Sophia Backhaus¹, Patty Leijten¹

¹University of Amsterdam; ²University of Exeter; ³University of Oxford

lara.mansur@student.uva.nl

Background. Parenting self-efficacy enables parents to adopt adaptive parenting practices that significantly enhance their children's well-being and health. Parenting programs therefore generally strive to increase parenting self-efficacy. While parenting programs might indeed benefit parents who initially doubt their ability to parent effectively, is there a risk that they could potentially harm those already confident about their parenting abilities?

Objective. We aim to examine (i) the overall impact of parenting programs on parenting self-efficacy and (ii) how parenting programs differentially benefit, or potentially harm, parents with varying initial levels of self-efficacy.

Methods. We will use individual participant data from 1,493 families participating in 14 European randomized controlled trials of parenting programs (study preregistration: PROSPERO CRD42022262594). These programs were based on social learning theory and aimed to reduce child disruptive behavior. We will conduct a one-stage individual participant data meta-analysis of (1) the effect of parenting programs on parenting self-efficacy and (2) baseline parenting self-efficacy as a continuous moderator of this effect. First, we will harmonize self-efficacy estimates for each trial and then multiply impute within each trial for 10 imputations, using fully conditional specifications and predictive mean matching. Then, we will estimate the interaction in a one-stage random effects meta-analysis model, considering a range of polynomial solutions and using trial-stratified intercepts and main treatment effects.

Results. Basic data harmonization is complete for all trials. We are currently harmonizing data on parenting self-efficacy. Analyses will be completed in April 2025.

Conclusions and significance. This study is the first to consider how varying initial levels of self-efficacy influence how much parents benefit from parenting programs. We will discuss our findings relative to study quality and recommendations for programs to maximize benefits and avoid potential harms.

EXPLORING SON PREFERENCE IN PAKISTAN: INSIGHTS FROM KAĞITÇIBAŞI'S FAMILY CHANGE MODEL

Sunnia Mahmood, Ahu Öztürk

Bursa Uludağ Üniversitesi, Türkiye

ozturka@uludag.edu.tr

Son preference, the preferential treatment of sons over daughters, is prevalent in many societies, especially those with a patrilineal structure, where the value of male offspring is often emphasized due to cultural, economic, and social factors. This preference has significant consequences, influencing family dynamics, gender roles, and societal structures. Kağıtçıbaşı's theory suggests that as a traditional society like Pakistan modernizes, there is a shift from economic interdependence to psychological/emotional interdependence, which could lead to a reduction in son preference. This study examines the concept of son preference in Pakistan, focusing on how contextual factors—such as cultural values, living conditions, and socio-economic status—affect its prevalence, within the framework of Kağıtçıbaşı's Family Change Model. A key aim was to assess whether collectivistic values (i.e. a culture of relatedness), rural residency, and lower socio-economic status are associated with stronger son preference. The sample consisted of 272 university students (125 males and 147 females) from Lahore, including both urban (n=133) and rural (n=139) backgrounds. University students were selected as they represent an emerging generation whose attitudes toward gender and family may reflect ongoing social transformations and could influence future family dynamics. The study examined their own preferences for future children's gender, rather than their perceptions of their parents' preferences. Results showed significant differences in attitudes towards family life between urban and rural participants, reflecting the shift from economic to psychological/emotional interdependence. As expected, urban-rural differences in son preference were observed, with socio-economic status and cultural values significantly shaping attitudes towards it. While these findings offer valuable insights into the transformation of son preference and evolving family dynamics in Pakistan within the broader context of modernization and urbanization, the reliance on a student sample limits generalizability. Broader, more representative samples are needed in future research.

CONTENT MATTERS: A MIXED-METHODS STUDY OF THE RELATIONS BETWEEN THE CONTENT ADOLESCENTS CONSUME ON TIKTOK AND THE ACTIVITIES THEY PERFORM

Daria Dodan^{1,2}, Oana Negru-Subtirica^{1,2}

¹Babes-Bolyai University, Romania; ²Self and Identity Development Lab, Department of Psychology, Babes-Bolyai University, Romania

dariadodan@psychology.ro

Social networking sites like TikTok are now seen as microsystems that proximally influence adolescents' development. However, their effects depend on the activities and content teenagers encounter, which still need to be explored in-depth. Thus, given TikTok's affordances and widespread use among adolescents, we employed a mixed-methods research design (N = 328, 60.4% male, Mage = 16.99) to shed light on relations between adolescents' activities on TikTok and the content they consume. In this sense, cross-lagged panel analysis was used to explore the reciprocal relations between adolescents' distinct activities on TikTok and the different types of content they view. Over a three-month period, there was a positive unidirectional longitudinal association between viewing entertainment-related content and active TikTok participation through likes, comments, and shares. Similarly, there was a positive unidirectional longitudinal association between passively using TikTok and watching lifestyle-related content. To go beyond these broad content categories and gain a deeper insight into the actual messages adolescents are exposed to on TikTok, participants were asked to list the names of TikTok accounts they actually followed. Out of 789 TikTok accounts reported by participants, thematic analysis was performed on the accounts followed by two or more adolescents, yielding a final sample of 127 TikTok accounts. Out of this, 16 themes emerged, and, given the breadth and complexity of the TikTok accounts, most were attributed to more than one theme. Our results highlight the double-edged nature of TikTok. Themes such as science, awareness-raising, and family content speak to its positive side, while themes such as age-inappropriate content and consumerism relate to its negative side. Moreover, out of the 127 TikTok accounts thematically analyzed, more than half belonged to Romanian content creators. Our findings highlight the idiosyncratic and contextual nature of adolescents' content consumption and its different relations with TikTok activities.

ADOLESCENTS' LIFE SATISFACTION TRAJECTORIES LEADING UP TO THE TRANSITION TO VOCATIONAL EDUCATION: ASSOCIATIONS WITH ACADEMIC PERFORMANCE, MOTIVATION, AND SCHOOL SATISFACTION

**Anke Visscher¹, Eeske van Roekel¹, Stefan Bogaerts^{1,2},
Anne Reitz^{1,3}, Jelle Sijtsema^{1,4}**

¹Department of Developmental Psychology, Tilburg University, the Netherlands; ²Fivoor, Research- and Treatment Innovation, the Netherlands; ³Institute of Psychology, University of Greifswald, Germany; ⁴GION Research/Education, University of Groningen, the Netherlands
a.h.visscher@tilburguniversity.edu

Although studies examined differences in life satisfaction across adolescence, the influence of school transitions is often neglected. This is especially true for understudied populations, such as adolescents transitioning from pre-vocational to vocational education. This study examined the life satisfaction trajectories in adolescents transitioning to vocational education using data spanning six years before and one year after the school transition. Moreover, this study examined academic motivation, academic performance, school satisfaction, age, and gender as predictors of these trajectories. Heterogenous linear mixed models were applied to a sample comprising 1,747 German adolescents (57% boys, 96% Germany born, $Age_{t1} = 12.81$). Three trajectories were identified in which most adolescents showed stable and high life satisfaction levels, some showed initial growth, and others temporary decreases. Stability in life satisfaction levels were linked to high levels of school satisfaction. Low levels of academic motivation and academic performance during the middle years of secondary school were associated with fluctuating levels of life satisfaction. No associations were found between trajectory membership, gender, age, and educational program. While most adolescents generally experienced stability, fluctuations were most evident during the middle years of secondary school. Research implications and results will be discussed.

DEVELOPMENTAL CHANGES IN OSCILLATORY MEASURES AND LANGUAGE SKILLS: AN INFANT EEG STUDY

Sergio Miguel Pereira Soares^{1,2}, Tineke Snijders³, Caroline Rowland^{1,2}

¹Max Planck Institute for Psycholinguistics; ²Donders Institute for Brain, Cognition, and Behaviour; ³Tilburg University

sergio-miguel.pereira-soares@mpi.nl

This study examines resting-state EEG (rs-EEG) oscillatory power and functional connectivity (coherence) within the first year of life and their links to later language development. Rs-EEG power and coherence offer insights into the neural mechanisms of cognition and language, with different frequencies supporting specific cognitive functions and brain network communication. Previous cross-sectional work suggests a relationship between infant rs-EEG power and later language development and has highlighted some of the factors that might influence this relationship (e.g., SES and home language environment). However, little is known about how rs-EEG measures evolve over development, and whether individual early brain maturational changes relate to later language skills. Thus, this study asks two key questions: (i) Do rs-EEG power and coherence change in the first year (between 6, 9, 12 months of age) and do they correlate with later language abilities in the second year? (ii) Do we observe individual trajectories and are these modulated by environmental factors?

Three-minute each session rs-EEG recordings were recorded from Dutch monolingual infants in a longitudinal design, alongside family-background data and language measures at 12, 18 and 24 months of age. We predict to observe increases in theta and alpha power and greater coherence over time, and to find relationships to language skills/growth in the second year.

Preliminary results from a subset of the sample (88 participants across the three early timepoints) revealed increases in medial-frontal theta and central-posterior alpha over time, consistent with previous research, but no changes in coherence. Analyses also indicated correlations between the alpha effect and turn-taking at 12 months, highlighting early brain influences on communicative skills. The current study will expand on these findings by analysing a bigger sample (129 participants) and look at correlations to language across the second year of life, i.e., up and including the 24 months measure.

MATERNAL BELIEFS ABOUT CHILDREN AND ADOLESCENTS' ACADEMIC ACHIEVEMENT: GENDER AND SCHOOL LEVEL DIFFERENCES

Ezgi Aydoğdu Sözen¹, Aysun Doğan², Başak Şahin Acar¹, Deniz Tahiroğlu³, Sibel Kazak Berument¹

¹Middle East Technical University, Türkiye; ²Ege University, Türkiye; ³Boğaziçi University
ezaydogdu@gmail.com

The expectancy-value theory states that parents' beliefs about education influence their behaviors, which in turn shape children's perceptions and beliefs and subsequently, academic outcomes. Therefore, this study aimed to qualitatively examine maternal beliefs about factors related to academic achievement. It also explored whether these beliefs varied based on the children's sex and school level.

Data were drawn from a nationwide study conducted in Türkiye, involving the mothers of 5,841 children ($M = 38.31$, $SD = 5.76$) from grades 1 through 11 (e.g., 2266 primary schoolers in grades 1-4, 2099 middle schoolers in grades 5-8, and 1476 high schoolers in grades 9-11). Mothers responded to an open-ended question (e.g., "What factors do you think are important for children to succeed in school?"), either online or in person at their child's school. Before coding, the primary researcher identified some main themes and sub-themes by reviewing the mothers' answers. Mothers' responses were thematically categorized within these themes by three researchers using the MAXQDA program. Researchers identified 22 main themes and 65 sub-themes at the end of codings. For a subset of 1,250 responses, intercoder reliability ranged from .57 to .62, based on at least 90% segment overlap, which was considered acceptable due to the complexity and volume of responses. Discrepancies were discussed and resolved before each coder individually coded some part of the responses.

Mothers predominantly reported child, school, and family-related themes. Child-related themes included motivation, studying, and the child's characteristics such as self-discipline and self-confidence. Family support, care, and love were reported as family-related themes. Teacher, classroom environment, and school were school-related themes. Mothers of primary schoolers emphasized teacher and family-related themes more than others, while those of high schoolers highlighted self-discipline, school discipline, and future goals. Mothers of boys more often mentioned motivation and teacher care than those of girls.

AWARENESS OF INSTITUTIONAL DISCRIMINATION AND ITS PSYCHOLOGICAL CONSEQUENCES FOR YOUNG ARAB-PALESTINIAN CITIZENS OF ISRAEL

Ghadir Zreik¹, Michal Reifen-Tagar²

¹The Max Stern College; ²Reichman University, Israel

ghadirz@yvc.ac.il

Institutional discrimination – that is, awareness of systematically embedded discrimination in institutional rules and practices – compromises the opportunities and prospects of individuals based on their group membership. Among adults, the mere awareness of institutional discrimination against one's group can compromise well-being and mental health. How early does this detrimental dynamic emerge? In the current study, we examined the impact of growing up as a member of a disadvantaged minority that suffers from institutional discrimination on children's well-being. Specifically, we investigated how early awareness of institutional discrimination emerges, and what impact such early awareness has on emotional difficulties, behavioral difficulties, and social belongingness aspirations. We tested this in a sample of 113 Arab-Palestinian 8–13-year-old citizens of Israel. Using a child-friendly story, children were asked to estimate how the Israeli government would allocate different desirable and scarce public resources between a Jewish and an Arab town, and children's social belongingness aspirations (e.g. wanting to leave the country when they grow up). Mothers reported on their child's emotional and behavioral wellbeing. We found that awareness of institutional discrimination increased with age, with children older than 11 being almost twice as likely to expect the Israeli government to prioritize the Jewish over the Arab town than younger children. Importantly, expectation of institutional discrimination predicted greater emotional (but not behavioral) difficulties among the early teens, but not among the younger children. A similar pattern was found for belongingness aspirations. These results suggest that the awareness of institutional discrimination starts early for children of a disadvantaged minority, and that the negative psychological impact of such awareness is evident already among early teens, with emotional and social expressions. These findings further emphasize the extent that institutional discrimination can impact both individuals and society as a whole.

LONGITUDINAL ASSOCIATIONS BETWEEN WELL-BEING AND NARRATIVE IDENTITY: A MIXED-METHOD APPROACH ON IDENTITY PROCESS AND CONTENT

Liselotte Den Boer¹, Elisabeth L. De Moor², Vinicius Conscioni¹

¹Utrecht University, The Netherlands; ²Tilburg University, The Netherlands

L.denboer1@uu.nl

Life narratives are unique autobiographical stories that incorporate the reconstructed past, the perceived present, and the imagined future into a coherent identity providing meaning, unity and purpose (McAdams, 2001). They reveal how individuals make sense of the themselves and their experiences. Narrative identity is closely linked to well-being (Adler et al., 2016; McLean et al., 2020). However, existing research has hardly addressed how changes in narrative identity are associated with changes in well-being. This is unfortunate, as changes in narrative identity are common during adolescence and young adulthood (Dunlop et al., 2016; Köber & Habermas, 2017; McLean, 2017). Limited research suggests that changes in narrative identity are meaningful for well-being of individuals undergoing psychological treatment (Adler, 2012; Adler & Hershfield, 2012; Pol et al., 2023), but these studies rely on small clinical samples. Moreover, existing literature has predominantly focused on the process of identity and neglected its content (De Moor et al., 2023; Johnson et al., 2022). This is a significant gap, as identity process and content are interrelated (Galliher et al., 2017; McLean et al., 2016). The current 3-Wave longitudinal study aims to extend the limited research on the association between changes in narrative identity and well-being by studying both identity processes and content in a sample of 206 Dutch adolescents. Written turning point narratives collected at each wave were coded for agency (Adler et al., 2008) and redemption (McAdams, 1999), while subjective well-being was measured with the Satisfaction with Life Scale (Diener et al., 1985). Associations between changes in well-being and changes in narrative agency and redemption were assessed using Simultaneous Latent Dual Difference Score Models (Newsom, 2015). Identity content was analyzed using reflective thematic analysis (Braun & Clarke, 2006, 2021). The results will be presented during the conference.

THE RELATION BETWEEN PARENTS' PERSONALITY AND PARENTING STRESS: A META-ANALYSIS

Wenxuan Hao¹, Sanne Geeraerts¹, Monika Donker¹, Susan Branje¹, Kirby Deater-Deckard²

¹Utrecht University, the Netherlands; ²University of Massachusetts Amherst, USA

w.hao@uu.nl

Parenting stress (i.e., stress caused by raising children, expressed through parents' negative feelings towards themselves and their children), has been associated with negative outcomes for both parents and children. Parents' personality traits may affect their exposure and reaction to stressors in parenting, subsequently resulting in different levels of perceived parenting stress. Despite many studies having confirmed the association between personality and parenting stress, effect sizes differ across studies. In addition, the association has been examined in varying target groups (e.g., parents with mental disabilities, parents of children with physical or mental disabilities, etc.). Therefore, the current study conducted a meta-analysis to systematically examine the association between parenting stress and big-five personality traits, as well as the possible moderators of these associations.

Following a pre-registered design (PROSPERO CRD42024562812), the current study searched in 4 databases (i.e., Web of Science, Embase, PubMed, PsycINFO) and conducted two rounds of screening (abstract screening and full-text screening). 74 articles were included in the current meta-analysis for the full coding process. A three-level random-effects model will be conducted with the metafor package in R to examine the relation between parenting stress and each of the five personality traits. The expected results are: extraversion, agreeableness, consciousness, and openness will have a negative correlation with parenting stress, whereas neuroticism will have a positive correlation with parenting stress. If there is significant heterogeneity, various moderators (gender of parents, age of parents and children, family risk factors, cultural background, methodological moderators) will be included in the analysis. We expect that the association between personality and parenting stress will be stronger in mothers than in fathers, in younger parents than in older parents, in families with risk factors than in families without risk factors, and in collectivistic cultures than in individualistic cultures. Results will be presented at the conference.

EFFECTS OF INVEST IN PLAY PARENTING GROUPS ON DISRUPTIVE CHILD BEHAVIOR, IN COMPARISON TO A EUROPEAN INDIVIDUAL PARTICIPANT DATA META-ANALYSIS OF INTERVENTION TRIALS

Lea Tangelev Greve², Bram Orobio de Castro¹

¹University of Amsterdam, The Netherlands; ²Aarhus University, Denmark

leatg@psy.au.dk

Evidence-based parenting groups are the most effective approach to manage disruptive behaviour patterns in young children. The invest in Play (iiP) program was developed to enhance the uptake and effectiveness of these programs in terms of cultural fit and parental emotion-focused intervention components.

The present study provides an initial two-strand assessment of the effectiveness of the first iiP groups in Europe. Firstly, pre- and post-measures of disruptive child behaviour and parenting stress from the first iiP treatment groups in Denmark and England (n = 149 to 171) were compared to those completed by participants in the control (n = 210 to 461) and intervention groups (n = 278) of nine treatment trials included in an individual participant data meta-analysis of Incredible Years (IY) trials conducted in 7 European countries (Leijten et al., 2018). Secondly, satisfaction with iiP and staff time investment for delivery of two iiP groups in Denmark were compared to two IY groups delivered in the same location.

Child behaviour problems and parenting stress decreased significantly more in the iiP groups than in the control group. Problem reduction and parenting stress reduction in the iiP groups were similar or smaller in magnitude to reductions in IY groups. Total program satisfaction was high for both programs, although significantly higher for iiP than for IY. Staff time investment was estimated to be 48% lower for iiP than for IY, albeit these were based on rudimentary data. Together, these findings indicate that effectiveness and usability of well-established parenting programs may be improved by learning from European cooperation.

THE EMERGENCE OF CHILDREN'S AUTHORITARIAN AND SOCIAL DOMINANCE ATTITUDES

Michal Reifen-Tagar¹, Ghadir Zreik²

¹Reichman University, Israel; ²Max Stern College

michal.reifen@runi.ac.il

Political ideology guides individuals' perceptions, goals, and behaviors in the socio-political arena, with profound societal consequences. Prior research on the emergence of individual differences in ideological orientation points to early adulthood as the critical age at which such differences first manifest. We challenge this conclusion and investigate whether systematic proto-ideological orientations are already present among children as young as 4 years of age. Specifically, we examined individual differences in children's authoritarian and social dominance attitudes – two central, consequential ideological orientations among adults. To determine whether children's early attitudes are valid markers of ideological orientations per se, we tested whether these attitudes were systematically related to parents' ideological orientations, as is the case among young adults. Across two studies with Israeli mothers and their 4- to 8-year-old children ($Ns = 154$ and 190 , respectively), we found systematic individual differences in children's authoritarian and social dominance attitudes, measured with newly developed, child-appropriate measures: Children's authoritarian attitudes corresponded to their mothers' authoritarianism (Study 1), and their social dominance attitudes corresponded to their mothers' social dominance orientation with regard to hierarchy (but not inequality; Studies 1 and 2). Notably, mother–child correlations were especially strong among children whose mothers were their primary caregivers, hinting at a possible socialization process. Together, these findings suggest that the seeds of ideology are apparent as early as age 4, and highlight the importance of developmental research for a deeper understanding of adult political ideology.

BALANCING LOVE AND LABOR: A META-ANALYSIS OF THE INTERPLAY BETWEEN MARITAL SATISFACTION AND CAREER-RELATED FACTORS

Zeynep Görgülü¹, Ecem Çiçek-Habeş², Selen Demirtaş-Zorbaz²

¹Selçuk University, Türkiye; ²Ankara University, Türkiye

cicekecem97@gmail.com

Selecting both a career and a life partner are pivotal developmental milestones in adulthood, often intertwined with an individual's identity formation, role transitions, and long-term well-being. These choices are not made in isolation; rather, they are part of a dynamic process in which work and marital life continuously influence one another across the adult lifespan. Despite a growing body of research highlighting the reciprocal impact of work and marital satisfaction, the specific career-related factors that shape marital satisfaction remain unclear. To address this developmental interplay, the present study conducts a meta-analysis of research examining the associations between marital satisfaction and work- or career-related factors in adulthood. A comprehensive literature review identified 2134 relevant studies for inclusion in the analysis. After eliminating the articles according to the inclusion and exclusion criteria, 126 articles were included in the analysis. The variables job stress, job satisfaction, and work-family balance were selected as the focus of the study on marital satisfaction because they have been the subject of a sufficient number of studies to enable a meta-analysis. The studies were re-evaluated based on this criterion. As a result, a total of **50** studies constituted the final sample for the meta-analysis. The meta-analysis revealed the following combined effect sizes: work-to-family conflict ($n=7494$, $k=24$), Pearson's $r = -.20$ (95% CI: $-.25$, $-.15$); family-to-work conflict ($n=3492$, $k=11$), $r = -.21$ (95% CI: $-.27$, $-.14$); work-family enrichment ($n=2641$, $k=7$), $r = .38$ (95% CI: $.30$, $.46$); job satisfaction ($n=10489$, $k=14$), $r = .30$ (95% CI: $.24$, $.36$); and job stress ($n=2787$, $k=14$), $r = -.28$ (95% CI: $-.40$, $-.15$). The results indicate significant heterogeneity across studies. This heterogeneity is thought to be associated with variations in the measurement scales used, cultural differences, and the characteristics of the included studies. Conference participation was funded by TÜBİTAK.

THE ROLE OF SOCIAL MEDIA ACTIVITY IN THE LINK BETWEEN PROBLEMATIC USE AND LONELINESS IN ADOLESCENCE

Federica Angelini, Claudia Marino, Gianluca Gini

University of Padua, Italy

federica.angelini@unipd.it

Introduction: Problematic social media use (PSMU) in association with loneliness represents a major concern in adolescent research (e.g., Zhao et al., 2024). Although this relationship has been widely documented, and recent literature suggests a dynamic association between these two constructs (e.g., Zhang et al., 2023), inconsistent findings result from mostly cross-sectional and adult-centered studies. Furthermore, still little research focused on what adolescents do on social media and how this contributes to both PSMU and loneliness.

Method: A path analysis was employed to examine the associations between PSMU and loneliness, focusing on the mediating role of users' active social media use (i.e., self vs other-oriented use). A total of 1185 adolescents (59.3% F, Mage = 15.97 years, SD = 1.43) completed self-report measures at two timepoints, 6 months apart. Gender differences were also explored.

Results: Bidirectional associations were found from T1 loneliness to T2 PSMU, and from T1 PSMU to T2 loneliness, while controlling for autoregressive effects. At T1, PSMU and loneliness were associated with both other-oriented and self-oriented use. Furthermore, T2 PSMU was predicted only by higher other-oriented use, while T2 loneliness was predicted solely by higher self-oriented use. Two significant positive indirect effects emerged in the associations between T1 PSMU and T2 Loneliness via self-oriented use, and between T1 PSMU and T2 PSMU via other-oriented use. Differences across gender groups also emerged.

Discussion: Contrary to what expected (Kardefelt-Winther, 2014; McKenna et al., 2002), these findings suggest that lonely adolescents avoid engaging in active social media use, thus failing to compensate for their social difficulties online. Therefore, other mechanisms, but not active use, would contribute to a higher risk of PSMU. On the other side, problematic users who engage more in active use would be at greater risk of increased PSMU and loneliness six months later. Practical implications are discussed.

WHY, NOT HOW MUCH - EXPLORING MOTIVATIONS FOR DIGITAL TECHNOLOGY USE IN ADOLESCENTS

Maja Kućar¹, Sanja Šimleša², Andreja Brajša-Žganec¹

¹Institute of Social Sciences Ivo Pilar, Croatia; ²Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

mkucar@pilar.hr

Adolescents' digital technology use is deeply intertwined with their social, emotional, and academic lives. Understanding the motivations behind their engagement can provide critical insights into their developmental needs and behaviors. Exploring how these motivations differ by age, gender, and academic performance (GPA) is essential for identifying patterns that may inform targeted interventions and support.

This study examines the factor structure of the Internet Motive Questionnaire for Adolescents (Bischof-Kastner, 2014), with the goal of identifying adolescents' motivations for digital technology use and exploring potential differences based on age, gender, and academic success (GPA). A total of 258 students in Croatia participated in the study (44.2% female; $M_{\text{age}} = 13.99$, $SD = 1.12$), spanning 6th grade through the first year of high school. The original questionnaire assumes a four-factor structure—Coping, Social, Mood Enhancement, and Conformity. Exploratory factor analysis confirmed a comparable four-factor structure, with the exception of one item removed during analysis due to cross-loadings. Overall, students reported more Social and Mood Enhancement motives and less Coping and Conformism motives which are viewed as more positive in valence within the Motivational Model of Cox and Klinger (1988). Analysis of variance identified significant gender differences for Mood Enhancement and Conformity motives, with male students reporting higher levels of both. Age differences were observed, with older students reporting higher levels of Social and Coping motivations compared to younger students. Motivation strategies were generally not associated with GPA, except for coping motivation, where higher coping-related use was linked to lower academic performance.

This study underscores the diverse motivations driving adolescents' digital technology use and highlights significant age and gender differences. The link between coping motivation and lower academic performance suggests the need for interventions to address maladaptive technology use. These findings contribute to a deeper understanding of how adolescents interact with digital technologies and the implications for their well-being.

HARNESSING PERSONAL AND SOCIAL RESOURCES IN MANAGING INTERNALISING AND EXTERNALISING SYMPTOMS IN CHILDREN LIVING IN LOW-RESOURCE SETTINGS

Julia Michalek¹, Kathryn Bates², Jennifer Lau¹

¹Queen Mary University of London, United Kingdom; ²King's College London, United Kingdom
j.michalek@qmul.ac.uk

Children growing up in low-resource settings are at greater risk for lifelong psychiatric problems and mental ill health. They are both more likely to experience risk factors for developing early psychopathology and to be less likely to seek help and engage support for these problems. Resource-oriented therapeutic models – those that emphasise strengths of individuals and harness positive personal and social resources – may be particularly crucial in enriching socio-emotional development, and reducing the lifelong health inequalities that could arise amongst children growing up in socially-deprived areas.

In this pre-registered study, we used an exploratory, data-driven network model to investigate the use of personal (different emotion regulation strategies) and social (social connectedness, religion, recreational activities) resources of children living in East London (N = 867, Mage = 8.76 (0.95), 49% female) and their mental health outcomes using self- and teacher-reported questionnaires (data collected November 2022-2023).

We found that family, peer, and school connectedness were the most central elements of the network, while negative emotion regulation strategies seemed to be a part of the phenotype of anxiety and depression symptoms. Our findings highlight the importance of harnessing both internal strengths and positive social resources when thinking about intervention programmes for emotional symptoms in children growing up in deprived areas. Identifying strategies for nurturing social connectedness in children's closest environment is also crucial to their development and resilience-building.

THE RESEARCHING IDENTITY PODCAST PROJECT: DEVELOPING A BRIEF AND INCLUSIVE PROFESSIONAL IDENTITY INTERVENTION FOR HIGHER EDUCATION

**Jana Vietze¹, Marieke Meeuwisse¹, Amaranta de Haan¹, Rick Wolff^{1,2},
Bjorn B. de Koning¹**

¹Erasmus University Rotterdam, the Netherlands; ²Hogeschool Inholland, the Netherlands

vietze@essb.eur.nl

Podcasting that feature marginalized scholars can be an innovative educational tool to challenge traditional, monolithic views of professional identity, encouraging higher education students to consider diverse professional pathways. In this study, we present the pilot implementation of the *ReSearching Identity Podcast Project*, an intervention targeting the professional identity development in emerging adulthood, and more specifically among students with and without marginalized identities in higher education. The objectives were to assess the intervention's acceptability and feasibility, particularly focusing on its use of educational podcasting, and to explore preliminary effects on students' professional identity, including identity centrality and the connectedness with social identities (i.e. cultural and gender identity).

We conducted a mixed method pilot study with 33 university students ($M_{\text{age}} = 25.1$ years, 88% female) in the Netherlands. the intervention was adapted from Fish's *interview with a psychologist* project (2023), using a three-theme structure: (1) representation of marginalized professionals, (2) connection with peers, and (3) integration of professional and social identities through reflection. The intervention activities included listening to podcasts, engaging in discussions, and creating a podcast. To assess the intervention, students completed online surveys before and after the pilot implementation, and students and their two teachers participated in follow-up conversations.

The results supported the acceptability and feasibility of the *ReSearching Identity Podcast Project*, with students and teachers appreciating the brevity of the intervention program, opportunities to learn about marginalized experiences of fellow students and professionals, and embeddedness in the curriculum. Also, students reported higher professional identity centrality and overall high connectedness of professional and other social identities after the intervention. We conclude by addressing the limitations, but also potential of the *ReSearching Identity Podcast Project* to address professional identity development with all students in higher education.

HOW MULTICULTURAL IDENTITY DEVELOPMENT AND RESILIENCE PROCESSES INTERACT OVER TIME: SOCIO-ECOLOGICAL PERSPECTIVES ON THE RESILIENCE OF INTERNATIONAL STUDENTS

Hümevra Dervişoğlu Akpınar¹, Ahu Öztürk²

¹Karadeniz Technical University, Türkiye; ²Bursa Uludag University, Türkiye

hdervisogluakpinar@gmail.com

Resilience emphasizes the significance of both internal and external resources in fostering positive development. International students encounter unique developmental challenges compared to host-country peers. During the migration process, these students strive to blend their cultural heritage with that of their new environment. Successfully navigating these developmental tasks contributes to their personal growth and enhances their resilience as migrants. By adopting a socio-ecological resilience perspective, we examined how resilience assets and the formation of a multicultural identity interact to potentially lead to improved overall well-being for international students over time.

Data were gathered from 190 international students (mean age = 23.18, SD = 0.27) from 53 countries residing in Türkiye for an average of 5.33 years (SD = 0.22). A two-wave cross-lagged panel model was employed to analyze the causal relationships among resilience assets (socio-ecological resilience and ruggedness), multicultural identity configurations (mainstream culture categorization, heritage culture categorization, compartmentalization, and integration), and well-being (life satisfaction and psychological well-being). The cross-lagged analyses indicated that socio-ecological resilience at Time 1 positively predicted mainstream culture categorization at Time 2. Furthermore, mainstream culture categorization at Time 1 predicted life satisfaction and psychological well-being at Time 2, even after accounting for autoregressive effects. The mediating effect of mainstream culture categorization between socio-ecological resilience and well-being was statistically significant. However, ruggedness did not predict multicultural identity configurations but had a direct positive influence on psychological well-being.

These findings suggest that resilience resources linked to an individual's socio-ecological environment play a crucial role in strengthening one's identity with the host culture. This, in turn, fosters higher levels of life satisfaction and psychological well-being over time. The results highlight the necessity of integrating socio-ecological and developmental perspectives when offering self-related resources to improve the international students' well-being.

This conference participation was supported by TÜBİTAK 2224-A Grant Program.

MOVING BEYOND SCREEN TIME: A NEW APPROACH TO RESEARCHING THE LINK BETWEEN ADOLESCENT DIGITAL EXPERIENCES, MENTAL HEALTH, AND PSYCHOLOGICAL WELLBEING

Katarzyna Kostyrka-Allchorne¹, Jake Bourgaize², Aja Murray³, Mariya Stoilova⁴, Sonia Livingstone⁴, Edmund Sonuga-Barke²

¹Queen Mary University of London, United Kingdom; ²King's College London; ³University of Edinburgh;

⁴London School of Economics and Political Science

k.kostyrka-allchorne@qmul.ac.uk

Background: The recent decline in adolescents' mental health observed in Europe and North America is often attributed to the parallel increase in digital technology use (Twenge et al. 2020). However, research evidence for this link remains weak and inconclusive (Orben et al. 2024). The lack of clear findings may, in part, be a consequence of using screen time as an estimate of digital activity, which overlooks the specific nature of adolescent digital experiences. We created the *Digital Activity and Feelings Inventory* (DAFI), a detailed measure of adolescent digital experience, which captures what adolescents do online (activities) and the affective and cognitive reactions evoked by digital activity (feelings).

Method: We analysed data of 383 adolescents (mean age = 19 years) using multiple regression to examine the associations between digital experiences (the DAFI and screen time estimates), depression and anxiety symptoms, and wellbeing.

Results: The sample was 75.5% female, and 49.3% were from an ethnic minority. The DAFI resolved to five activity factors: *Risky Content*, *Risky Interactions*, *Social Engagement*, *Leisure Activity*, and *Social Comparison* and three feelings factors: *Negative Self-Reactions*, *Negative Stress-Reactions*, and *Positive Reactions*. *Risky content* and *social comparison*, but not screen time, independently predicted depression ($b = .29$, $b = .32$, respectively) and anxiety ($b = .24$, $b = .30$, respectively) symptoms. When psychological reactions were added to the model, *negative self-reactions* was the strongest depression ($b = .39$) and anxiety ($b = .30$) predictor. Screen time did not independently predict depression or anxiety symptoms. *Positive reactions* ($b = .35$), lack of *negative self-reactions* ($b = -.34$) screen time ($b = -.13$) and *social engagement* ($b = .10$) predicted wellbeing.

Conclusion: Self-reported digital activities and feelings better predicted mental health than screen time. Future studies should look beyond screen time exposure to measure adolescent digital experiences in more detail.

ADAPTIVE MEMORY IN CHILDREN: DIFFERENTIAL EFFECTS OF ANIMACY AND THREAT ON LOCATION MEMORY

**Elodie Lhoste, Patrick Bonin, Patrick Bard,
Bénédicte Poulin-Charronnat, Annie Vinter**

LEAD – CNRS UMR5022, France

elodie.lhoste@u-bourgogne.fr

According to the adaptive account of human memory, natural selection has shaped memory systems to prioritize the retention of information relevant to survival and reproduction (i.e., fitness-relevant information). Consistent with this view, a substantial body of research indicates that fitness-relevant entities (e.g., animate and threatening entities) are more readily recalled than nonfitness-relevant entities (e.g., inanimate and nonthreatening entities). However, most research investigating these memory biases has focused on adult populations, leaving a gap in understanding how these biases develop during childhood. Additionally, while existing studies conducted in adults have primarily examined item memory, little research has investigated whether these biases extend to location memory—a critical adaptive component of human cognition. To address these gaps, the present research examines whether children exhibit memory biases for fitness-relevant information in location memory. To this end, two experiments were designed to test whether animates (Experiment 1) and threats (Experiment 2) could benefit from a processing advantage in location memory. In these experiments, children aged 5, 8, and 10 years were asked to play Memory games on a digital tablet. As a measure of location memory, we recorded the number of errors made in matching pairs of cards, as well as the mean Euclidean distance between the correct location of the target and the location of the selected card in cases of error. At the end of the game session, incidental recall of the stimuli displayed in the games was also tested. Notably, results revealed a significant effect of animacy on free recall but not on location memory, whereas a significant threat effect was observed in both free recall and location memory. Some age-related effects were observed for both biases. These findings will be discussed in light of their implications for understanding the developmental trajectories of fitness-relevant memory biases.

PRIMARY SCHOOL STUDENTS' PROFILES OF SELF-REGULATORY EFFICACY SOURCES-TRANSITIONS AND ASSOCIATION WITH SELF-REGULATORY EFFICACY

Minna Ikävalko

University of Eastern Finland, Finland

minna.ikavalko@gmail.com

The influence of self-efficacy sources is broadly studied in academic domains, yet little is known about what kind of profiles and transitions of self-regulatory efficacy sources can be identified among students, even though prior findings on declining trends among adolescent's self-regulatory efficacy exist. Hence, this study focuses on four important efficacy building sources related to self-regulation—mastery experience, vicarious experience, social persuasion, and physiological and emotional arousal (i.e., stress)—to gain novel insights into primary school students' ($N=345$, grades 4–6, 53.1 % girls, $Mage$ 11.07) individual patterns and transitions of self-regulatory efficacy sources within a school year. Students responded with sources of self-regulatory self-efficacy questionnaire and self-regulatory efficacy questionnaire. The results revealed four distinct and meaningful profiles of self-regulatory efficacy sources in both fall and spring semester: *Highly positive*, *Average*, *Stressed*, and *Highly positive but stressed*. Most students showed a positive combination of self-regulatory efficacy sources, but some students' profiles were more maladaptive, characterized by relatively high levels of stress. While most of the students remained in their initial profile during the school year, some transitions into maladaptive profiles did occur. These stabilities and transitions, in general, were associated with students' self-regulatory efficacy, so that students showing more positive and stable profiles reported higher self-regulatory efficacy, whereas students belonging or transitioning to more stressed profiles reported lower self-regulatory efficacy. These findings indicate that students show various patterns of self-regulatory sources, and that even though students report positive mastery and vicarious experiences and social persuasion, it might not be enough to boost higher self-regulatory efficacy outcome if it is combined with stress.

A LOOK FROM WITHIN: AUTISTIC ADULTS' EXPERIENCES OF BUILDING CONNECTIONS WITH STRANGERS

Indrė Muraškaitė, Kristina Žardeckaitė-Matulaitienė

Vytautas Magnus University, Lithuania

indre.muraskaite@vdu.lt

Background. Autistic sociality is often viewed as impaired, characterised by a lack of social motivation and defined by observable behavioural traits (Baron-Cohen et al., 1985; Pennington and Ozonoff, 1996; Chevallier et al., 2012). However, there is a lack of research exploring autistic adults' inner experiences and perspectives on the process of forming connections. This study aims to understand how autistic adults in Lithuania experience building connections with strangers.

Methods. Seven semi-structured interviews will be conducted in January–February 2025 to explore the lived experiences of autistic adults in Lithuania in building connections with strangers. Interview topics include how participants understand and conceptualise connection and friendship, how they feel around strangers, their experiences of building connections with strangers, and how being autistic and other aspects of their lives impact the process of forming connections and friendships. Their narratives will be analysed using inductive thematic analysis. To ensure the inclusivity and relevance of the project, we adopted a participatory approach and formed an autistic adults' advisory board of five members, who informed every stage of the research and will contribute to the dissemination of the study results.

Expected results. By the time of the conference, we will present findings from our research on autistic adults' experiences in building connections with strangers. We expect to gain a better understanding of the inner experiences of how autistic adults in Lithuania build connections and friendships.

Implications. The study may contribute to a better understanding of autistic sociality from insiders' perspectives, as well as inform professional practices and foster social inclusion.

This project has received funding from the Research Council of Lithuania (LMTLT), agreement No S-ST-24-56

MATERNAL AND CHILD ADHD TRAITS ARE RELATED TO MOTHERS' PARENTING SENSE OF COMPETENCE

Riikka Pyhälä¹, Marius Lahti-Pulkkinen^{1,2}, Emma Dubb¹, Aino Airikka^{1,2}, Kati Heinonen^{1,3}, Hannele Laivuori^{4,5,6,7}, Pia M Villa⁸, Eero Kajantie^{2,9,10}, Katri Räikkönen^{1,8}

¹Department of Psychology, University of Helsinki, Helsinki, Finland; ²Finnish Institute for Health and Welfare, Public Health Unit, Helsinki, Finland; ³Welfare sciences / Psychology, Tampere University, Tampere, Finland; ⁴Department of Obstetrics and Gynecology, Tampere University Hospital, The Wellbeing services county of Pirkanmaa, Finland; ⁵Center for Child, Adolescent and Maternal Health Research, Tampere University, Tampere, Finland; ⁶Medical and Clinical Genetics, University of Helsinki and Helsinki University Hospital, Helsinki, Finland; ⁷Institute for Molecular Medicine Finland, Helsinki Institute of Life Science, University of Helsinki, Helsinki, Finland; ⁸Obstetrics and Gynaecology, Helsinki University Hospital and University of Helsinki, Helsinki, Finland; ⁹Clinical Medicine Research Unit, MRC Oulu, University of Oulu and Oulu University Hospital, Oulu, Finland; ¹⁰Department of Clinical and Molecular Medicine, Norwegian University of Science and Technology, Trondheim, Norway

riikka.pyhala@helsinki.fi

Both child and parental ADHD traits as well as diagnoses have been separately associated with lower parenting sense of competence. However, simultaneous associations of child and parental ADHD estimates with parenting sense of competence have not been reported. This study aims to assess the independent and interrelated associations of child and maternal ADHD traits and diagnoses with parenting sense of competence and its subscales of efficacy and satisfaction.

Participants were from the Prediction and Prevention of Preeclampsia and Intrauterine Growth Restriction study conducted in Finland. They comprised 2215 children (51,9% boys) and their mothers living in the same household. Child ADHD traits (Child Behavior Checklist), maternal ADHD traits (Adult Self-Report), and parenting sense of competence (Parenting Sense of Competence Scale) were rated by mothers when the children were 7–12 years (mean age 9.4 years). Diagnoses of ADHD (for children) and any mental disorder (for mothers) until the assessment were collected from Care Register for Health Care.

According to linear regression analyses, both the child's and mother's higher ADHD traits as well as diagnoses predicted independently lower parenting sense of competence. Mothers of children scoring above the borderline clinical cutoff on ADHD traits reported 0.68–0.88 SD-units lower scores on parenting efficacy, satisfaction, and their sumscore. Si-

milarly, 1 SD-unit increase in mothers' self-rated ADHD traits was associated with 0.27–0.50 SD-units lower scores on parenting sense of competence subscales and sumscore (p-values <.001). Maternal ADHD traits or mental disorders did not explain or modify the association between child ADHD traits/diagnoses and parenting sense of competence. Results remained similar after further adjustment for child sex, age and maternal education.

Results imply that child and maternal ADHD are independently associated with experiences of lower parenting competence. When families seek support due to ADHD symptoms, it is justified to also assess need for support in parenting.

REDUCING MATH ANXIETY BY RELAXATION AND MULTIPLICATION TRAINING IN PRIMARY SCHOOL CLASSROOMS: AN INTERVENTION STUDY

Pinja Tähti¹, Katja Sutela¹, Johan Korhonen², Riikka Mononen¹

¹University of Oulu, Finland; ²Åbo Akademi University, Finland

pinja.tahti@oulu.fi

Math anxiety has been negatively related to math performance already during primary school years. Two intervention approaches, cognitive and emotional support, have been recognized to be effective in reducing math anxiety and improving math performance. However, there is still a need to develop effective intervention programs. Thus, the present study aimed to investigate the effects of two brief interventions that included either relaxation (i.e., emotional support) or math activities (i.e., cognitive support) on reducing math anxiety and improving math performance in Grade 5 and 6 students ($N = 173$, $M = 12.1$ years; girls 53,8%). The intervention effects were compared to an active control group participating in body rhythm activities. Each program included nine 3–6-minute sessions, three times a week for three weeks at the beginning of math lessons. Students' math anxiety (affective and cognitive) and math performance (arithmetic fluency) were measured before and after the intervention. The data collection was conducted in two parts and is still in process. Preliminary results from the first data collection ($n = 80$) showed that relaxation training had a decreasing, although not significant, within-group effect ($g = -0.33$, $p = .082$) on affective math anxiety, and multiplication training improved significantly multiplication fluency ($g = 0.47$, $p = .015$). No effects were observed within the body rhythm group nor in the between-group analyses. Intervention results with a full sample will be presented and discussed at the ECDP 2025 conference.

THE LINK BETWEEN MORAL DISTRESS AND BURNOUT AMONG SOCIAL SERVICE PROVIDERS IN LITHUANIA

Olga Kirejeva, Aidas Perminas

Vytautas Magnus University, Lithuania

olga.kirejeva@vdu.lt

Moral distress refers to the negative emotional response occurring when a worker knows the morally correct action to take but is constrained – internally or externally – from taking it. Moral distress is often considered as an unavoidable part of social service provision mostly because of high workloads and emotionally demanding nature of the field. This study investigated the relationship between moral distress and burnout among social service providers. Cross-sectional survey was conducted with 205 participants from various Lithuanian organizations (mean age: 42 years; 95% female). The survey included measure of moral distress (*Moral Distress Instrument*) and burnout (*The Lithuanian version of the Burnout Assessment Tool*). Key findings revealed that moral distress (it's total score as well as scores of moral distress' frequency and intensity) is strongly associated with the four core symptoms of burnout — exhaustion, cognitive impairment, emotional impairment, and mental distancing, as well as with both of the secondary symptoms – psychological and psychosomatic complaints. These results highlight the profound link between moral distress and burnout underscoring the importance of addressing these challenges within the social service sector.

CHILD TEMPERAMENT AS A MODERATOR OF THE LINK BETWEEN PARENTAL BURNOUT AND VIOLENCE: THE ROLE OF SIBLING TEMPERAMENT SIMILARITY IN BELGIAN FAMILIES

Garance Paimparet, Moïra Mikolajczak, Isabelle Roskam

Université Catholique de Louvain-la-Neuve, Belgium

garance.paimparet@student.uclouvain.be

Parental Burnout (PB) is an exhaustion syndrome resulting from chronic stress exposure in the parental role. While research has revealed a causal link between PB and violence, not every burned-out parent is violent, suggesting that moderating variables play a role. While recent studies have explored the parent's characteristics, the moderating potential of the child's characteristics has not yet been investigated. Since the child's temperament is linked to both stress in the parental role and violence, it represents a promising candidate for investigation. This study examines the role of child temperament traits as potential buffers or aggravators of violence in Belgian families using a cross-sectional design. Data were drawn from the 3.1 study of the International Investigation of Parental Burnout (IIPB) database. In a sample of N = 572 families with an only child under or equal to 8 years of age, Surgency/Extraversion was examined as a buffering variable, Negative Emotionality as an aggravating variable, and Effortful Control was investigated in an exploratory analysis. Additionally, the impact of temperament similarity or dissimilarity among siblings on violence was assessed in an independent sample of N = 510 families with two children. Findings emphasize the importance of considering the child's characteristics in the study of parental burnout and violence. Implications for future research and clinical practice are discussed.

FERTILITY OF ADULTS BORN VERY PRETERM OR VERY LOW BIRTH WEIGHT

Miranda Kit-Yi Wong¹, Nicole Tsalacopoulos^{1,2,3,4}, Peter Bartmann⁵, Dieter Wolke^{1,6}

¹Department of Psychology, University of Warwick, Coventry, United Kingdom; ²Department of Pediatrics, University Hospital Würzburg, Würzburg, Germany; ³School of Psychological Sciences, Monash University, Melbourne, Australia; ⁴Department of Population Health Sciences, University of Leicester, Leicester, United Kingdom; ⁵Department of Neonatology and Paediatric Intensive Care, University Hospital Bonn, Germany; ⁶Division of Health Sciences, Warwick Medical School, University of Warwick, Coventry, United Kingdom

miranda.wong@warwick.ac.uk

Reports on fertility of adults born very preterm or very low birth weight (VP/VLBW: <32 weeks of gestation/<1500g) at various ages showed no differences or lower fertility of VP/VLBW adults compared to their term-born peers. According to the life history theory, early life adversities (e.g., VP/VLBW) which indicate a higher mortality risk may orient one to adjust his/her reproductive timing, where VP/VLBW may adopt a fast life history strategy to live and reproduce faster. Alternatively, the sexual selection theory suggests that VP/VLBW may be outcompeted by their healthy, term-born peers for a long-term romantic partner to reproduce and thus have lower fertility. We hypothesised that VP/VLBW may have an overall lower fertility but once partnered they may reproduce early.

The Bavarian Longitudinal Study is a prospective population-based cohort study conducted in Germany, with participants born between Jan 1, 1985 to March 31, 1986 and followed up repeatedly to 34-35 years. A total of 212 VP/VLBW and 202 term-born participants were included. We performed univariable and hierarchical multivariable Cox proportional hazards regressions to estimate hazard ratios (HRs) and 95% confidence intervals (CIs) for fertility associated with VP/VLBW adjusting for individual factors. Estimations were compared between early and late reproductive windows (<30y vs ≥30ys). As hypothesised, VP/VLBW adults have an overall lower fertility compared to term-born adults (HR 0.56, 95% CI 0.42-0.76); however, the association of VP/VLBW with lower fertility was significant during the late (HR 0.46, 95% CI 0.31-0.68) but not early (HR 0.73, 95% CI 0.41-1.14) reproductive window. This fertility gap significantly reduced after adjusting for sociodemographic factors (e.g., partnering). Partnering most strongly associated with fertility across the investigated reproductive window. To conclude, VP/VLBW had an overall lower fertility, but their fertility may not be impaired until their late reproductive window. Partnering was key to fertility.

CAN PARTICIPATION IN A POSITIVE PARENTING PROGRAM BE SIGNIFICANT FOR PARENTS WHO RAISE A CHILD WITH AUTISM SPECTRUM DISORDER?

Brigita Markevičiūtė, Jolita Jonynienė

Lithuanian University of Health Sciences, Lithuania

br.markeviciute@gmail.com

Objective. The number of cases of autism spectrum disorder (ASD) is increasing significantly. The ASD affects the whole family and parenting programs (PP) are one of the most effective means to support parents and children. In that one might hardly find any positive PP for parents who raise children with ASD, they usually participate in general PP. However, it is unclear how participating in general PP is important for parents, how their psychological and social needs are responded.

The purpose of the present study is to reveal whether (and if yes, how) participation in the general positive PP can be significant for parents who raise a child with ASD.

Methodology. The qualitative research was conducted. Participants were 8 parents who raise a child with ASD and completed STEP or Incredible Years program. The data was collected using a semi-structured interview from May 2023 to January 2024. Data was analyzed using the descriptive phenomenological analysis method by Colaizzi (1978).

Results. The analysis of interviews showed that parents felt openness and equivalence in the group. Parents highlighted unity with other PP parents – they felt not alone in facing difficulties. Participants noticed significant personal and/or personality changes: they strengthened self-confidence as a parent, changed attitude towards the difficulties of parenting and found ways to help themselves in complicated situations. Parents talked about the use of respectful parenting methods such as: better understanding of the child, agreements, encouragement of desired behavior and development of independence. They emphasized creativity in relationship with a child.

Conclusion. Participation in the general positive PP was significant for parents with children with ASD. Parents shared about relevant personality and behavior changes, their efforts to adapt the PP methods individually for their families.

THE SIGNIFICANCE OF 4-5 YEARS CHILDREN'S SPOKEN LANGUAGE AND VERBAL WORKING MEMORY FOR SELF-CONFIDENCE IN PRESCHOOL

Gintautė Pūrė, Jurga Misiūnienė

Vytautas Magnus University, Lithuania

gintauteje@gmail.com

Previous research on preschool children's verbal working memory and spoken language skills has shown different results. It is still unclear whether better spoken language helps verbal working memory, memory helps language, or if they influence each other equally. However, spoken language skills connected to verbal working memory are important for children's social adjustment in preschool and possibly for their self-confidence.

The research was conducted to find out how spoken language and verbal working memory are related to the self-confidence of 4–5-year-old children attending preschool. The study included 140 children (51% girls and 49% boys; 36% aged four and 64% aged five), 140 parents, and 17 teachers. To assess children's spoken language, parents filled out the Preschool Children's Spoken Language Assessment Scale, created by the author and supervisor. Children's verbal working memory was measured with three semantic category fluency tasks where they had to name words from different categories (Rodrigues, Kumaraswamy & Ganiga, 2021). Teachers completed a questionnaire about children's self-confidence, based on a modified version of the Children's Emotional Adjustment Scale—Preschool Version (Thorlacius & Gudmundsson, 2019).

The data were processed using SPSS 23.0 and AMOS software. Descriptive statistics included the mean, standard deviation, mode, median, minimum, and maximum. Data distribution and normality were assessed via skewness, kurtosis, Mahalanobis distance, and the Shapiro–Wilk test. Group differences (gender, age, parental employment) were tested using Student's t-test. Mediation analysis was performed using path analysis with a significance level of $p < 0.05$.

The results showed that 5-year-olds demonstrated stronger spoken language, verbal working memory, and self-confidence than 4-year-olds. Gender and parental employment had no significant impact. Path analysis confirmed that verbal working memory directly predicted self-confidence without mediation by spoken language skills (passive and active vocabulary, comprehension, expression). In conclusion, higher verbal working memory is linked to greater self-confidence in preschool-aged children.

PARENTING STYLES AND SELF-ESTEEM IN EMERGING ADULTHOOD: A CROSS-CULTURAL COMPARISON

Avidan Milevsky

Ariel University, Israel

avidanmi@ariel.ac.il

Studies have examined the relationship between parental styles and well-being in childhood and adolescence (Baumrind, 1971; Maccoby & Martin, 1983). What is less known is the way in which parenting styles continue to relate with positive outcomes in emerging adulthood (Milevsky, 2016). Furthermore, research is limited on cross cultural comparison in parenting styles in general, and its link with positive well-being outcomes in particular. Consequently, the current study assessed how the link between parenting styles and outcomes vary in emerging adults as a function of collectivistic/individualistic societal features.

Participants in the study included 171 students from a US university in the Northeastern US ($N = 84$) and from a university in a large city in Israel ($N = 87$). Parenting styles were assessed using the Parental Authority Questionnaire (Buri, 1991). Self-esteem was assessed with the Rosenberg Self-esteem Scale (1965).

In a three-stage hierarchical multiple regression, introduction of the interaction effects of nationality and parenting styles explained an additional 7.6% of variation in Self-Esteem, and this change in R^2 was significant. Simple slopes analysis using Process macro show a significant negative effect of permissive parenting style on self-esteem among Israelis, $b = -.40$, $SE = .15$, $p = .008$, but no significant effect among Americans, $b = .03$, $SE = .16$, $p = .188$. In addition, significant negative effect of authoritarian parenting style on self-esteem among Israelis, $b = -.47$, $SE = .13$, $p < .001$, but no significant effect among Americans, $b = .15$, $SE = .12$, $p = .217$.

The current study highlights the continued connection between parenting practices and well-being in emerging adulthood and the significance of family assessment and intervention that is sensitive to the differing influence of parenting on individuals from individualistic versus collectivistic societies.

A PHENOMENOLOGICAL STUDY OF SIBLING NON-NORMATIVE DEATH IN YOUNG ADULthood: CONTINUITY, CHANGE, GRIEF, AND GROWTH

Avidan Milevsky

Ariel University, Israel

avidanmi@ariel.ac.il

The current study explores the impact of tragic sibling death on young adults using a phenomenological approach. This focus is important considering the limitations in current research, particularly the scarcity of qualitative studies that provide an in-depth understanding of the particular lived experience and the meaning behind the experience of tragic sibling loss on young adults.

The sample included 14 Israeli young adults who lost a sibling in the military or in a terror attack during the past 10 years. Participants were recruited through snow-ball sampling and social media posts. The participants were interviewed in Hebrew, face-to-face, at our psychology lab, in quiet areas of local coffee shops, or at the participant's homes. Participants were interviewed using semi-structured questions about various aspects of their experience as someone who lost a sibling.

Results were analyzed using the phenomenological method (Denzin & Lincoln, 1994; Spinelli, 1989). Textural themes emanating from the content of the interviews included (1) strength and living a better life than before, (2) lack of awareness to the difficulty siblings experience, (3) appreciation and strengthening relationship with remaining siblings, (4) changes in the parental relationship, (5) the daily and sudden struggle, and (6) mixed emotions about continuing with life.

The exploration of sibling bereavement through a phenomenological approach reveals the complexity of grief, particularly for young adults who lost a sibling in tragic circumstances.

FAMILY RESILIENCE IN SIBLING TRANSITION: A LONGITUDINAL STUDY OF MOTHER-CHILD DYADS IN CHINA

Xiwen Fu, Yining Shi

University of Cambridge, United Kingdom

xf245@cam.ac.uk

Following the relaxation of the almost four-decade-long one-child policy in China, a new sib-free generation of parents is becoming parents to siblings without guidance from established cultural models. This study examines how mothers and firstborn children adapt to this significant transition by following 155 mothers expecting their second child through pregnancy and into the early postnatal period in China. To assess the complex impacts of this transition on family dynamics, we apply a family resilience framework (FRF), which highlights the value of family cohesion and adaptability during stressful periods. Time 1 data from questionnaires, experimental tasks, and semi-structured interviews were used to construct three key resilience processes: (1) Belief Systems, assessed by maternal self-reported reflective functioning, maternal mind-mindedness and positivity in interviews through a five-minute speech sample, and performance on an advanced Theory of Mind task; (2) Organization, evaluated through mother-reported couple relationship quality; and (3) Communication, indexed by mother-reported approaches to introducing the firstborn to the new sibling and mother-reported relationship quality with their firstborn.

The hierarchical regression analysis, after controlling for firstborns' age, gender, and maternal education, suggested that maternal interest and curiosity about the child's inner experiences, as part of reflective functioning, significantly and positively predicted mother-reported externalizing problems in firstborns following the sibling's birth. In contrast, maternal positivity, a close mother-child relationship, and maternal education negatively predicted firstborns' later internalizing problems, highlighting their protective role. Firstborns with pre-existing emotional and behavioural difficulties were less likely to engage positively with their younger siblings. Additionally, female firstborns showed greater antagonism toward their younger siblings compared to male firstborns. Prenatal mother-child conflict also significantly predicted early child-sibling conflict and rivalry. Overall, our findings suggest that belief systems and communication play a crucial role in family resilience during the transition to siblinghood, whereas organisation showed no significant impact.

INTIMATE PARTNER VIOLENCE IN GEORGIA: AN ECOLOGICAL SYSTEMS ANALYSES

Maia Mestvirishvili^{1,2}, Natia Mestvirishvili^{1,2}, Mariam Kvitsiani^{1,2}

¹Georgian Institute of Public Affairs, Georgia; ²Ivane Javakhishvili Tbilisi State University

natia.mestvirishvili@gmail.com

This paper presents an in-depth analysis of Intimate Partner Violence (IPV) in Georgia through the lens of ecological systems theory, highlighting the pervasive nature of gender-based violence within the country and its implications on women's health, rights, and societal participation. The study draws on recent national research, revealing that half of Georgian women have experienced violence, with a significant portion facing sexual harassment and IPV. It underscores IPV as a manifestation of deeply entrenched gender inequalities and societal norms that condone male dominance and female subordination. The analysis extends beyond the prevalence of IPV to explore its root causes, impacts, and potential interventions, employing Bronfenbrenner's Ecological Systems Theory to understand the complex interplay of individual, relational, community, and societal factors contributing to IPV. This framework elucidates the multifaceted influences on human development and behavior, emphasizing the importance of a multi-level approach to preventing and addressing IPV. By adapting Bronfenbrenner's model to incorporate aspects of interpersonal, structural, and symbolic violence, the paper aims to provide a comprehensive understanding of how violence permeates the lives of individuals across different contexts and systems. The research highlights the urgent need for informed policies, stronger legal protections, and a cultural shift towards gender equality in Georgia, contributing to the global discourse on IPV and setting a foundation for future studies and interventions aimed at eradicating gender-based violence.

IS CONCURRENT AND LONG-TERM ADJUSTMENT OF STUDENTS WITH LEARNING DIFFICULTIES MODERATED BY BULLYING INVOLVEMENT?

Tiina Turunen, Marie-Pier Larose, Christina Salmivalli

University of Turku, Finland

tmturu@utu.fi

Youth with learning difficulties (LDs) seem to be at increased risk for bullying involvement as victims, perpetrators, or both compared to their peers without such difficulties, and their adjustment is compromised in many aspects. Involvement in school bullying during childhood and adolescence is also linked to a wide range of adverse outcomes concurrently and later in life. Although both LDs and bullying involvement are recognized as risk factors that can impede educational attainment and exacerbate social, emotional, and behavioral challenges, no previous studies have examined whether bullying involvement aggravates the concurrent and long-term adjustment problems of students with LDs.

This study focuses on how bullying involvement affects the short- and long-term emotional and behavioral adjustment of students with and without LDs. First, in a sample of over 20,000 Finnish youth drawn from RCT of the KiVa antibullying program in 2007-2009, we will examine whether self-reported LDs are associated with bullying and victimization. Second, we will assess how LDs are associated with concurrent adjustment in school age (depressive symptoms, anxiety, self-esteem, academic self-concept, and relation to classmates), as well as how bullying, victimization, and their interaction moderate these associations. Third, by utilizing a follow-up survey of the same individuals in young adulthood ($n=4,659$), we will investigate how LDs reported in school-age are associated with adjustment (aggression, cyber-aggression, alcohol use, depression, anxiety, well-being, and workplace victimization) in young adulthood, and how bullying, victimization, and their interaction moderate these associations. In all analyses, gender, age, and the intervention status of the school will be controlled for. Further, all analyses will be conducted separately for self- and peer-reported bullying and victimization.

Results regarding concurrent and longitudinal adjustment of youth with LDs, as well as the moderating role of bullying involvement will be presented. Moreover, differences between self- and peer-reported bullying involvement will be discussed.

LONGITUDINAL TRAJECTORIES OF COVID-RELATED STRESS AND THEIR ASSOCIATIONS WITH IDENTITY PROCESSES

Katarina Miletic, Elisabetta Crocetti

Department of Psychology, Alma Mater Studiorum University of Bologna, Italy

katarina.miletic2@unibo.it

The COVID-19 pandemic has significantly impacted adolescents' lives. During its acute phases, adolescents experienced significant disruptions in multiple life domains, leading to rising amounts of stress (Dewa et al., 2024). However, little data is available on how long these changes persisted once the acute phase of the pandemic was over. Even less is known on how the pandemic has affected personal identity development, a key developmental task of adolescence and an important protective factor for their well-being (Branje, 2022). The present study aimed to map out longitudinal trajectories of four dimensions of COVID-related stress (worry about personal safety, worry about others' safety, disruption to family functioning, and disruption to social activities) in a sample of 1,547 Italian adolescents (Mage=15.74, SDage=1.20, 48% male), attending the 1st or 3rd year of upper secondary school, drawn from the ongoing IDENTITIES project. Data on COVID-related stress and personal identity development according to the three-dimensional process model (Crocetti et al., 2008) was gathered three times a year from January 2022 to January 2024, for a total of 7 waves. Latent Growth Curve Analyses demonstrated a significant reduction in COVID-related stress over the course of the study period. While girls initially reported significantly higher stress levels, by 2024 their scores became more similar to those of boys. No differences were found between 1st and 3rd year students. Additionally, results of Random Intercept Cross-Lagged Panel Models highlighted significant bidirectional effects between COVID-related stress and identity processes in both the interpersonal and educational domains, which persisted even in the later phases of the study. In summary, study results show that levels of COVID-related stress have gone down with the winding down of the pandemic, and that its variations over the entire course of the study period are intertwined with identity development processes.

WHEN PARENTS' NEEDS ARE MET: THE FUTURE PERSPECTIVES FOR POSITIVE PARENTING PROGRAMS STEP IN LITHUANIA

Jolita Jonynienė

Lithuanian University of Health Sciences, Lithuania

jolita.jonyniene@lsmu.lt

Although almost 20 years passed since the Recommendations Rec(2006)19 on policy to support positive parenting (PP) were published by the Council of Europe, family psychologists and parent educators still have some work to do. In early 2010 in Lithuania, only a rather small group of parents knew about a PP program, which was mainly unavailable due to its economic and logistical reasons. In the year 2025, we count at least 6 systematic PP programs for parents with neurotypical 1-to-17-year-old children.

For many parents, raising children is a challenging, though significant, task. Even with parenting programs implemented in Lithuania, parents still need (1) knowledge in developmental psychology and the newest research studies, (2) guidelines to direct themselves through dozens of parenting books and webinars, and (3) encouragement, and support from other parents. Also, they feel pressure from society to take maximum care of their children and sometimes even sacrifice their personal life. Research studies confirm that parents feel stressed and emotionally tensed (e. g. Calvano et al., 2024), struggle with the balance between family and professional life (e. g. Coric, 2014); experience parental burnout (e. g. Mikolajczak et al., 2023).

PP programs in particular aim to meet the parental psychological needs and provide them with the sufficient support in bringing up their children.

In this presentation, the development and implementation of the PP programs STEP (authors: Dinkmeyer, McKay, and Dinkmeyer) in Lithuania will be reviewed. During the period of 15 years, some significant adjustments and modifications were completed to support the Lithuanian parents, teachers, and expectant parents. However, future guidelines need to be discussed to strengthen the parents who have limited cognitive capabilities, are immigrants, have children with special needs, etc. The insights from the STEP program participants about their actual needs will be added as an illustration for this presentation.

EXPLORING ECOLOGICAL EMOTIONS IN RELATION TO PROSOCIAL BEHAVIOR AND RESILIENCE IN EMERGING ADULthood

Flora Koliouli, Kornilia Hatzinikolaou, Anastasia Dimitriou, Elisavet Chrysochoou

Aristotle University of Thessaloniki, Greece

fkoliouli@nured.auth.gr

The present research in progress aims to explore the relationship between prosocial behaviors, ecological/climate emotions, and resilience in emerging adulthood. Given the unique developmental characteristics of the period (identity explorations, feeling in-between adolescence and adulthood, increased self-focus, instability, sense of broad possibilities for the future), emerging adults frequently exhibit heightened awareness of environmental, among other societal and global challenges. Therefore, understanding how they perceive and react to environmental changes is crucial. Yet, ecological/climate emotions such as eco-anger, eco-grief/sadness, eco-guilt or eco-anxiety as psycho-emotional reactions, remain conceptually unclear and under-researched in both the international and Greek contexts. A key focus of the present study is to assess the levels of ecological/climate anxiety, and the ways it may be related to prosocial behavioural tendencies and resilience. Besides the above, in our study, we take a step further, adding key self-conscious emotions (shame, guilt, pride), related affective reactions (externalization of blame, detachment/unconcern), as well as empathy facets (cognitive and affective) to the set of psycho-emotional reactions studied in relation to environmental crises. The role of social gender is also explored, given suggestions for context-bound and gender-specific socialization effects on emotion and prosociality, which extend to the emerging adulthood period. Participants (18- to 25-year-olds) were given a questionnaire battery, including measures of ecological/climate anxiety and self-conscious emotions, prosocial behavioural tendencies, and affective and cognitive empathy. Data collection is ongoing. The results will be discussed in relation to the limited existing literature, emphasizing the importance of holistic, contextual approaches to the exploration of ecological/climate emotions and their relations to prosociality and resilience. Discussion will also focus on the implications of this line of research in the empirical and applied fields, including interventions and support systems tailored to the psychological characteristics of emerging adults.

DEVELOPMENTAL GOALS AND THEIR RELEVANCE FOR ACTIVELY SHAPING DEVELOPMENT IN EMERGING ADULTHOOD

Iris Enengl, Hannah Bruckner, Caroline Vavrik, David Seistock, Anastasiya Bunina, Jan Philipp Amadeus Aden

Sigmund Freud Privatuniversität, Austria

iris.enengl@sfu.ac.at

Background: Emerging Adulthood is accompanied by uncertainties and instabilities, yet emerging adults face the challenge of making biographically formative decisions. The base of this study is an actional perspective on development, in which people are seen as co-producers of their own development. This ties into the questions which developmental goals people choose, and which protection and risk factors occur and are relevant for the goal pursuit process and the further development.

Method: People aged from 18 to 29 ($n=179$; $M=23.66$ ($SD=2.67$)) were surveyed using an online questionnaire. As part of this, (1) the most important developmental goal, (2) the greatest difficulties and (3) motivating factors of goal pursuit were polled using an open question format. Each result was transferred into reliable categories ($\kappa=.81-.98$). In addition, the importance and the investment (0-100 in each case) in relation to the stated developmental goal and the well-being (WHO-5; Brähler et al., 2007) were examined. Descriptive analyses were carried out and the domains were ranked according to the frequency they were mentioned in. U-tests were used for pairwise comparisons.

Results: Goals relating to domains work/education ($n=99, 55.3\%$) and personal-growth ($n=35, 19.6\%$) were mentioned most frequently. A domain-specific analysis shows a high attribution of importance across the board (work/education: $M=87.80$ ($SD=17.15$); personal-growth: $M=94.40$ ($SD=9.65$), $U=1460.50$, $Z=-1.61$, $p=.107$). The investment differs greatly in the domains (work/education: $M=80.70$ ($SD=16.38$); personal-growth $M=57.66$ ($SD=20.17$); $U=702.50$, $Z=-5.32$, $p<.001$). The greatest difficulties are caused by resources scarcity ($n=37, 20.7\%$) and internal motivational problems ($n=36, 20.1\%$). The most significant motivation is the focus on the external goal states. The sample shows poor well-being (WHO-5: $M=12.63$, $SD=5.10$; cut-off value: <13 ; $n=84, 46.9\%$).

Discussion: The combination of highly addressed importance and simultaneous difficulties due to external lack of resources and internal attribution underlines this challenge. This challenge is also documented in the low level of well-being, which indicates the need for developmental support in Emerging Adulthood. Interventions can address the stated internal motivation problems through targeted training and support functional accommodation of the target states to the given resource situation.

FINDING AND KEEPING FRIENDS: THE LINK WITH THEORY OF MIND DEVELOPMENT

Angelica Manzi¹, Luca Ronchi¹, Rory T. Devine², Serena Lecce¹

¹Università di Pavia, Italy; ²University of Birmingham, United Kingdom

angelica.manzi01@universitadipavia.it

The critical role of peer friendships in promoting child well-being and fostering adaptive social development is widely acknowledged. It is thus important to understand the mechanisms that allow children to forge and maintain friendships. One candidate is Theory of Mind (ToM), the understanding that other people's behavior is influenced by their thoughts and feelings, even when these are incongruent with external reality. While there is evidence that ToM is associated with friendship in the early school years, very few studies have investigated this issue in middle childhood. The present study breaks new ground by investigating the bidirectional relation between ToM and friendships across middle childhood using a longitudinal design comprising four waves over two years. Crucially, this study examined the ability to forge (i.e. number of new friendship dyads across two years) and maintain friendships (i.e. maximum duration of friendship). 194 Italian primary school children (*Age* = 9.4 years; 47% girls; 28% with one or both parents of non-Italian origin) were assessed at four time points over two years. ToM was measured using a multi-modal battery comprising the Strange Stories, Silent Films, and Triangles tasks. Reciprocal friendships were assessed at all four time points using Friendship Nominations (Parker & Asher, 1993). Latent growth curve models revealed that the initial level of ToM predict the duration of friendship and that the number of new friendship dyads across two years predicted change in ToM over time, even after controlling potential confounds including language ability and group popularity. This study provides novel insights into the relation between ToM and friendships.

USE OF LATENT PROFILE ANALYSIS TO EXAMINE RESOURCES IN ADOLESCENCE: DIFFERENCES IN PSYCHOSOCIAL ADJUSTMENT AND WELL-BEING?

Lena Maas, Arnold Lohaus, Jana-Elisa Rueth

Bielefeld University, Germany

lena.maas@uni-bielefeld.de

Adolescence is a critical period for psychosocial adjustment and well-being. It is assumed that the availability of social (i.e. parental social and emotional support, authoritative parenting, integration into peer groups, school integration) and personal resources (i.e. empathy and perspective-taking, self-efficacy, self-control, optimism, sense of coherence, self-esteem) is beneficial for healthy development (i.e. better psychosocial adjustment and higher well-being). However, some associations remain ambiguous, particularly of empathy and perspective-taking as well as integration into peer groups with psychosocial adjustment and well-being. As certain combinations of resources may also be relevant in addition to the level of specific resources, the present study examined profiles of resources in adolescents. Latent profile analysis was conducted to identify resource profiles in a sample of 689 adolescents (54 % female; 44 % male, 2 % diverse) aged 11 to 18 years ($M = 12.32$, $SD = 1.60$). Three profiles emerged: High-Resources-Parent-Centred (23 %), characterized by high levels of all resources, particularly parental resources; Average-Overall-Resources (67 %), with average levels across all resources; and Low-Resources-Peer-Centred (10 %), characterized by lower overall resources but average levels of empathy and perspective-taking as well as integration into peer groups. These profiles differed in psychosocial adjustment and well-being: Adolescents in the High-Resources-Parent-Centred profile reported the most favourable outcomes, including the lowest internalising and externalising problems, as well as the highest well-being. While adolescents in the Average-Overall-Resources profile had intermediate outcome levels, members of the Low-Resources-Peer-Centred profile showed significantly higher internalising and externalising problems and lower well-being in comparison to the other profiles. The profiles' reflection of adolescents' psychosocial adjustment and well-being supports the idea that combinations of resources are relevant. The findings underline that resource profiles in adolescents should be further investigated in future studies to derive new recommendations for interventions, particularly for adolescents with low-resource profiles.

SURVIVING SEPARATION: THE FACTORS AND CHALLENGES OF FEMICIDE RISK IN GEORGIA

Mariam Kvitsiani^{1,2}, Maia Mestvirishvili^{1,2}

¹Tbilisi State University, Georgia; ²Georgian Institute of Public affairs

mariam.kvitsiani@tsu.ge

This study examines the rising rates of femicide in Georgia, focusing on the challenges women face when ending a relationship. Cultural and social norms often enable men to pose greater threats to women post-separation, exacerbating their vulnerability. The research explores the lack of support mechanisms and legal protections available to assist women during and after separation.

Using a qualitative approach, the study analyzes in-depth interviews with survivors of intimate partner violence and legal professionals. Findings reveal a severe shortage of protective measures, including legal aid, counseling, and financial assistance, leaving women at heightened risk. Entrenched gender inequalities and social structures that prioritize male dominance further contribute to this crisis.

The absence of specialized services amplifies women's struggles to leave abusive relationships safely. This research underscores the urgent need for comprehensive support systems, including tailored legal frameworks, well-funded services, and accessible protective measures. Addressing these gaps is critical for policymakers, activists, and service providers working to reduce femicide rates and safeguard women's lives in Georgia.

LIFE SATISFACTION AND ENJOYMENT IN LEARNING FRENCH AMONG MIGRANT ALLOPHONE CHILDREN IN FRANCE: AN EXPLORATORY STUDY

Inès Maksud^{1,2}, Delphine Guedat-Bittighoffer³, Isabelle Nocus²

¹Centre de Recherche en Education de Nantes (CREN), France; ²Laboratoire en Psychologie des Pays de la Loire (LPPL), France; ³Centre Interdisciplinaire de Recherche sur les Patrimoines en Lettres et Langues (CIRPaLL), France

ines.maksud@gmail.com

Migrant allophone students, often weakened by difficult migration journeys (UNHCR, 2024), face linguistic insecurity and suboptimal educational conditions, such as linguistic submersion (Guedat-Bittighoffer, 2024). These factors not only influence their academic success but also their overall well-being, particularly their life satisfaction and emotions in language learning, such as foreign language enjoyment (Dewaele & MacIntyre, 2016). Yet, to the best of our knowledge, no research studies the interaction between the two.

Therefore, this presentation aims to share the results of an exploratory study examining the interplay between life satisfaction and enjoyment in learning French as a second language among migrant allophone students enrolled in French learning classes in France. Drawing on data collected from 72 students (primary, middle school, high school), this study includes validated tools, such as a life satisfaction scale adapted for allophone students (Coudronnière et al., 2017) and a measure of emotions in language learning (Guedat-Bittighoffer & Dewaele, 2023).

Preliminary results indicate that life satisfaction across four domains—family, school, self, and environment—is initially high but experiences a significant decline during high school, although it remains relatively elevated overall. Similarly, enjoyment in learning French, despite the challenging educational conditions faced by these pupils, is generally high but tends to decrease with age. Moreover, positive correlations have been observed between life satisfaction domains and enjoyment in learning, underscoring the major role positive emotions might have in supporting the linguistic and psychological development of migrant children.

In addition to presenting the progress of this research, we will propose new perspectives to deepen our understanding of the multifaceted challenges faced by migrant children. This study contributes to increase knowledge on the psycho-affective mechanisms involved in the learning processes of migrant allophone students and offers insights for designing educational practices that support both their academic integration and overall well-being.

UNDERSTANDING MINDS AND BUILDING BONDS: A LONGITUDINAL STUDY ON THEORY OF MIND AND PEER RELATIONSHIPS IN ADOLESCENCE

Serena Maria Stagnitto, Gabriele Chierchia, Serena Lecce

University of Pavia, Italy

serenamaria.stagnitto@unipv.it

Adolescence is an age of heightened social exploration with peers, requiring the development of increasingly sophisticated social and cognitive skills. The present study focuses on Theory of Mind (ToM), defined as the ability to infer others' mental states and to use them to make sense of social behaviors.

We aimed to explore the associations between individual differences in ToM and in children's peer relationships in the context of the classroom. While past research has shown a bidirectional association between peer relationships and advanced ToM abilities in middle childhood, the developmental phase of adolescence has been largely overlooked.

To address this gap, 189 adolescents (age-range: 10 - 15; $M = 11.89$, $SD = 0.97$, 80 F) were tested in class-group sessions at two time-points (5 months apart) in a short-term longitudinal study. At both time-points (T1 and T2), we asked participants to complete two advanced ToM tasks, the Strange Stories and Silent Films, and evaluated adolescents' peer relationships (both rejection and popularity) using the sociometric nominations. At Time 1 we also measured children's verbal ability and socioeconomic status as control variables.

Preliminary results via linear regressions showed a significant association across time between ToM and peer relationships. In particular, higher peer rejection at T1 significantly predicted later lower ToM abilities controlling for verbal ability, socioeconomic status and ToM at T1 ($\beta = -.02$, $p < .05$). No significant effect of early peer popularity on later ToM was found. Analyses via latent change score models are ongoing.

These results contribute to the existing literature, highlighting the adverse effect of peer rejection on adolescents' development. Practical and theoretical implications are discussed.

THE ROLE OF RESILIENCE IN ANXIETY LINKED TO SEXUAL HARASSMENT IN GREEK UNIVERSITIES

Christina Koretsidou, Finiki Nearchou

University College Dublin, Ireland

christina.koretsidou@ucdconnect.ie

Sexual Harassment (SH) is prevalent in universities across the EU. However, there is limited evidence on its impact on mental health and well-being, and even less on the role of resilience in coping with such experiences. In Greece, research on this issue is scarce, with only one study having explored the phenomenon. Hence, the present study aimed to a) document the extent of SH in Greek universities and b) explore the association between SH and anxiety symptoms and whether resilience remains a protective factor after controlling for SH.

The study included students ($N = 498$) from Greek universities (348 females, mean age = 25.3) who provided demographic information and reported their experiences of SH. Self-report psychometric tools were employed to assess anxiety symptoms (GAD-7), and factors associated with personal and community resilience (ARM-R).

A little less than half of the students (46.6%) reported being exposed to SH, with 74.5% of them being female and 25.5% male. Hierarchical regression models indicated that sex and age significantly predicted anxiety ($F(2, 495) = 14.828, p < 0.001$), explaining 6% of the variance. The addition of exposure to SH further improved the model in predicting anxiety, raising the explained variance to 6.6% ($R^2 \text{ change} = 0.010, F(1, 494) = 5.212, p = 0.023$). Resilience contributed beyond sex, age, and exposure to SH ($R^2 \text{ change} = 0.096, F(1, 493) = 56.440, p < 0.001$), significantly increasing the total variance explained to 16%. Results highlight that exposure to SH is associated with increased anxiety; however, resilience serves as a protective factor, mitigating its impact.

Fostering supportive university environments and facilitating access to mental health resources, including resilience-building programmes, are essential first steps in effectively coping with exposure to SH in universities. Yet the ultimate goal of this research field remains its complete elimination.

ASSOCIATIONS BETWEEN FELT PRESSURE TO CONFORM TO GENDER NORMS AND DUTCH CHILDREN'S GENDER-TYPICAL VIEWS ON FUTURE CAREER AND FAMILY LIFE

Jiefeng Ying^{1,2}, Chiara Antoniucci³, Joyce Endendijk²

¹Beijing Normal University, People's Republic of China; ²Utrecht University, Netherlands; ³Sapienza University of Rome, Italy

yingjiefeng666@163.com

Introduction: Gender inequalities in involvement with family life and in certain career domains (STEM, HEED) are a global phenomenon, even visible in countries with high levels of gender equality, such as the Netherlands. Parents and peers play a crucial role in children's acquisition of gender-typical social norms and adherence to these norms. This study examined the pressure children feel to conform to gender norms (from parents, peers, and themselves) in relation to boys' and girls' gender-typical perspectives on future careers and family life. Children's gender/sex and gender identity typicality were examined as moderators.

Method: 319 Dutch 8- to 12-year-old children (44.5% boys) completed self-report measures. Generalized Estimating Equations (GEE) in SPSS were used to take into account dependency between siblings.

Results: Both Dutch boys and girls tend to prioritize family over career, with girls more so than boys. Both boys and girls exhibit gender typicality in their career aspirations—boys prefer more masculine careers (e.g., football coach), while girls prefer more feminine careers (e.g., primary school teacher). Less pressure from oneself to conform to same-gender behavior was consistently related to less gender-typical career aspirations. The association between less pressure from oneself to avoid other-gender behavior and less gender-typical expectations regarding family versus career involvement was only observed among children who scored high on gender identity typicality. In contrast, among children with high gender identity typicality, less pressure from parents to conform to same-gender behavior was linked to more gender-typical career aspirations.

Implications: Parents and youth professionals can encourage a diverse range of behaviors in children, particularly those with a more gender-typical identity. This may help mitigate pressure to conform to gender norms, allowing children to realize greater career potential and explore more diverse future work-family choices.

THE IMPORTANCE OF PARENTAL INVOLVEMENT IN THE RELATIONSHIP BETWEEN CHILDREN'S LEISURE TIME AND SOCIOEMOTIONAL WELL-BEING IN MIDDLE CHILDHOOD

**Ana - Marija Čango¹, Marina Kotrla Topić¹, Marina Merkaš², Marija Džida¹,
Andreja Brajša-Žganec¹, Lana Lučić¹**

¹Ivo Pilar Institute of Social Sciences, Croatia; ²Catholic University of Croatia

ana-marija.cango@pilar.hr

There has been significant interest in understanding the contextual and social correlates of children's well-being. Numerous studies have found relationships between children's free-time activities and their developmental outcomes. This study focuses on the relationship between children's leisure time and their well-being, considering parental involvement as an important mediator in the proposed model.

Data were collected within the three-wave longitudinal project DigiliTA. Participants included 221 parents of first-grade elementary school students (82.4% mothers). We report findings from the first and second waves of the project. On both occasions, parents reported on their children's free-time activities (time spent in physical activity, reading, and digital device use), their parental involvement (love and support), and provided information about indicators of children's well-being (emotional intelligence, assertiveness, and emotional stability).

The results revealed an indirect effect between children's time spent in physical activity and their well-being, mediated by parental involvement. This finding suggests that parents of children who are more physically active show more love and support, which contributes to their children's better socioemotional well-being. Furthermore, parental love and support did not mediate the relationship between children's time spent reading or using digital devices and their socioemotional well-being. In accordance with previous research, parental love and support were found to predict children's well-being (emotional intelligence, assertiveness, and emotional stability), while children's time spent in physical activity directly predicted emotional intelligence and emotional stability.

This study extends past research on children's well-being and contributes to a better understanding of important developmental aspects in middle childhood, with the goal of advancing the development of parent- and child-focused intervention programs.

THE ASSOCIATION BETWEEN ATTENTIONAL BIASES AND LONELINESS IN EARLY ADOLESCENCE

Yentl Koopmans¹, Stefanie A. Nelemans², Luc Goossens¹

¹School Psychology and Development in Context, KU Leuven, Leuven, Belgium;

²Department of Youth and Family, Faculty of Social and Behavioural Sciences, Utrecht University, Utrecht, The Netherlands

yentl.koopmans@kuleuven.be

A hypervigilance toward social threats, characterized by a heightened sensitivity to socially threatening stimuli, is a known risk factor for loneliness. During the early stages of social information processing, such a heightened sensitivity to social threats may manifest as attentional biases, influencing how individuals allocate their attentional resources when exposed to socially threatening information. Much of the research on attentional biases and loneliness has focused on facilitated attention to social threats, referring to a faster orientation towards social threatening stimuli. However, hypervigilance toward social threat may also impact other components of attentional bias whose roles in the development of loneliness remain understudied, such as difficulties with disengaging one's attention from negative social information. This preregistered study examined whether these attentional disengagement difficulties are associated with early adolescent loneliness. A sample of 101 early adolescents ($M_{\text{age}} = 11.6$, $SD_{\text{age}} = 0.6$, 55.5% girls) participated in a newly developed attentional disengagement task, in which adolescents rated target words as positive or negative after being primed with negative (social or emotional) stimuli or neutral stimuli. Reaction times were saved to compute attentional disengagement indices and loneliness was assessed through adolescent self-report. Preliminary results from the main path analysis revealed no associations between attentional disengagement scores and loneliness ($ps = .071$ to $.239$). However, sensitivity analyses indicated that faster responses on trials where a negative emotional prime preceded a positive target were associated with higher loneliness ($\beta = -.28$, $p = .028$). This suggests that the effect may reflect mood incongruity processes rather than attentional disengagement difficulties. The implications of these findings and possibilities for future research will be discussed.

EXTERNALIZING BEHAVIOR PROBLEMS DURING ADOLESCENCE: AN ECOLOGICAL PERSPECTIVE

**Rana Durmuş¹, Başak Şahin Acar¹, Aysun Doğan², Deniz Tahiroğlu³,
Sibel Kazak Berument¹**

¹Middle East Technical University, Türkiye; ²Ege University, Türkiye; ³Boğaziçi University, Türkiye
ranadurmus@gmail.com

According to Ecological Theory, examining children's behaviors through both parental and environmental factors offers a more comprehensive understanding of underlying mechanisms. This study explores the relationships between contextual and environmental factors, mothers' physical and mental health, perceived maternal parenting practices, and adolescents' externalizing behaviors.

As part of a national project in Türkiye, 2066 mothers (Mage=39.83) and their children aged 10-18 (Mage=13.28, girls=1131) participated in the study. Data were collected at two time points, with all participants revisited one year later (Time 2). At Time 1, mothers reported economic hardship, neighborhood ecology, and their physical and mental health, while adolescents reported perceived positive (monitoring, warmth, inductive reasoning) and negative (psychological control, rejection, performance pressure) parenting behaviors. Adolescents' externalizing behaviors were reported by mothers at Time 2.

Path analysis was used to examine the mediating roles of maternal health and perceived parenting behaviors in the relationship between family-related socioeconomic and environmental factors and adolescents' externalizing problems. Separate analyses were conducted for positive and negative parenting behaviors.

Findings from structural equation models indicate that mothers' reported economic anxiety and hardship negatively affect their physical and psychological health. This, in turn, reduces positive parenting behaviors (behavioral control, warmth) while increasing negative parenting behaviors (psychological control, rejection), ultimately leading to higher externalizing problems in adolescents.

Additionally, better physical resources in the neighborhood were positively associated with maternal physical and psychological health, which in turn was linked to increased behavioral control and warmth, and decreased psychological control and rejection—leading to fewer externalizing problems in adolescents. While economic indicators had no direct effect on adolescents' externalizing problems, they indirectly influenced them through maternal health. The positive impact of neighborhood resources on both maternal well-being and positive parenting highlights the crucial role of children's living environments in shaping their behaviors.

PARTICIPATION IN OUT-OF-HOME CHILDCARE MITIGATES THE ASSOCIATION BETWEEN MATERNAL PSYCHOLOGICAL DISTRESS AND CHILD BEHAVIORAL PROBLEMS AT THE AGE OF 2 YEARS

Katja Tervahartiala^{1,2,3,4}, Riikka Korja^{1,3,4}, Vilma Sarelius^{3,4}, Tuomo-Artturi Autere^{3,4}, Hasse Karlsson^{3,4,5}, Alice Carter⁸, Linnea Karlsson^{3,4,6,7}, Saara Nolvi^{1,3,4}

¹Department of Psychology and Speech-Language Pathology, University of Turku, Finland; ²Department of Psychology, University of Jyväskylä, Finland; ³FinnBrain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku and Turku University Hospital, Finland; ⁴Centre for Population Health Research, University of Turku and Turku University Hospital, Finland; ⁵Department of Psychiatry, University of Turku and Turku University Hospital, Finland; ⁶Department of Child Psychiatry, University of Turku and Turku University Hospital, Finland; ⁷Department of Clinical Medicine, Unit of Public Health, University of Turku and Turku University Hospital, Finland; ⁸Department of Psychology, University of Massachusetts, Boston, MA, USA

katja.tervahartiala@utu.fi

Introduction. Earlier research shows that maternal anxiety and depressive symptoms are associated with adverse child outcomes, such as, higher behavioral problems and lower social competence. Therefore, it is important to consider environmental factors that could protect children at risk from higher symptoms. Participation in out-of-home childcare or parental supportive social networks may have an important protective effect against the disadvantages of the family environment. However, previous research on such associations is still scarce.

Methods. A total of 1375 children were drawn from the FinnBrain Birth Cohort Study. Children participated either in non-parental out-of-home childcare, or they were cared for at home by their parent. We conducted models examining maternal composite of prenatal (gw.14, 24 and 34) and postnatal (3, 6, 12 and 24mo) anxiety (SCL-90) and depressive (EPDS) symptoms and child's social competence and socio-emotional problems (BITSEA) at the age of 2 years. Further, the moderating effects of childcare participation and mothers' social networks were analyzed.

Results. As expected, maternal pre- and postnatal and current psychological distress associated with child's higher behavioral problems at the age of 2 years. However, participation in out-of-home childcare mitigated the associations between maternal current symptoms and child behavioral problems (family-based out-of-home childcare $\beta=-0.75$ $p<0.001$; center-based out-of-home childcare $\beta=-0.36$ $p=0.01$). Moreover, maternal supportive social networks were positively associated with child's higher social competence and lower behavioral problems, but moderating effect was not found.

Discussion. Non-parental out-of-home childcare may play an important protective role for a child development by diminishing the well-established associations between maternal distress and child socio-emotional problems. Moreover, rich social networks are important resources for families with young children and may support child socio-emotional development. Our findings suggest that it is important to foster these protective factors in family and child health care, in particular, when the parents experience higher psychological strain.

THE IMPACT OF PERCEIVED STRESS ABOUT CLIMATE CRISIS ON LIFE SATISFACTION: THE MEDIATING ROLE OF FUTURE ORIENTATION AND RESILIENCE

Federica Stefanelli, Maria Chiara Basilici, Ersilia Menesini

University of Florence, Italy

federica.stefanelli@unifi.it

The effects of climate crisis are now being felt globally (IPCC, 2021) and are negatively affecting the well-being of both children (Gislason et al., 2021) and adults (Gago et al., 2024). Even those who have not directly experienced the effects of the climate crisis struggle with negative feelings about the issue (Clayton, 2021). Given these premises, the authors ask what mediators might influence the association between climate crisis stress (CCS) and well-being, particularly for children, who can be trained to face the challenges of the climate crisis in a positive way.

Future orientation (FO) serves as a protective factor against negative events, contributing to greater well-being over time (Chua et al., 2015). Similarly, resilience is recognized as a protective factor that mitigates the development of psychiatric symptoms in individuals exposed to stressful life events (Hjemdal et al., 2006). Therefore, in children, FO and resilience may mediate the negative relationship between climate crisis stress (CCS) and life satisfaction, a key indicator of overall well-being. This study aims to test this hypothesis.

Overall, 393 students (46,1% males; 1,6% other; MAge = 12 [0.3]) took part in the study. Participants were nested in 21 classes of 8 middle schools.

A linear regression model was run to test the hypothesis. Multigroup variable was added to the model to control for possible gender differences.

According to the findings, no gender differences characterize the relationships between the variables of interest. Furthermore, as expected, the negative relationship between CCS and life satisfaction is mediated by both FO and resilience, although the latter appears to be a stronger mediator.

The results of this study can inform the design of interventions to mitigate the negative effects of CCS on children's and adolescents' well-being. Specifically, they suggest that such programs should include activities focus on enhancing children's FO and resilience.

THE ROLE OF SIBLINGS AND BIRTH ORDER ON THE LANGUAGE DEVELOPMENT OF CHILDREN 16-36 MONTHS OLD

**Asimina Ralli¹, Electra Hatzia Apostolou¹, Christina Papailiou²,
Maria Markodimitraki³, Maria Kypriotaki³, Garyfalia Charitaki⁴**

¹National and Kapodistrian University of Athens, Greece; ²University of West Attica;

³University of Crete; ⁴Hellenic Open University

asralli@psych.uoa.gr

A group of studies have shown that the number of siblings a preschool child has is negatively correlated with expressive vocabulary. However, the effect of presence of siblings has been underexplored, while most of the previous studies have studied the role of siblings in expressive vocabulary and not in other language domains mainly in children after their second birthday. Also, the few studies regarding birth order effect on language development come up with inconsistent results. The aim of the present study was to examine the role of the presence of siblings as well as the birth order on expressive vocabulary and emergent grammar skills. A total of 242 Greek-speaking children aged 16 to 36 were included in the study. Their expressive vocabulary as well as grammar skills were measured with the Greek MacArthur-Bates Communicative Development Inventory. The children with siblings had statistically significant better performance in expressive vocabulary as well as on the appropriate use of grammatical rules (irregular nouns and verbs), compared to only children. Regarding birth order, it was found that firstborn children had statistically significant better performance in expressive vocabulary, as well as in the appropriate use of words (reference to past events, to future events, to non-present objects, to the owner of the object, understanding what is being said in reference to an absent object) compared to the second-born children. Also, the firstborn children in comparison to second and third birth order had better performance on the appropriate use of grammar (plural, possessive genitive, present and past tense), in comparison to second and third born children. Furthermore, the first-born children had better performance on the appropriate use of grammatical rules (irregular nouns and verbs) in comparison to the second born. Overall, the results are discussed in relation to previous studies and relevant theoretical models.

FAMILY AND INDIVIDUAL PATHWAYS TO SPECIALTY MENTAL HEALTH SERVICE USE IN ADOLESCENTS: FINDINGS FROM THE TRONDHEIM EARLY SECURE STUDY (TESS)

Mina Moeineslam¹, Silje Steinsbekk¹, Lars Wichstrøm^{1,2}, Vera Skalicka¹

¹Norwegian University of Science and Technology (NTNU), Norway; ²Department of Child and Adolescent Psychiatry, St. Olav's Hospital, Norway

mina.moeineslam@ntnu.no

To ensure adolescents receive timely interventions and to design sustainable mental healthcare services, it is crucial to identify the factors predicting mental health service use in this age group. While some predictors have been identified in previous research, inconsistencies remain, and family factors have received limited attention. Additionally, there is a lack of community-based longitudinal studies examining how various factors predict adolescents' service use over time. A sample ($n = 822$) from two birth cohorts of children in the city of Trondheim, Norway, was assessed biennially from age 12 to 18 years, by means of clinical interviews and questionnaires. The autoregressive cross-lagged panel model revealed a consistent pattern in which specialty mental health service use at each time point predicted continued service use at the next time point. Also, adolescents who experienced stressful life events consistently utilized specialty mental health services across all time points. For 16-year-olds, higher levels of internalizing symptoms and lower levels of family functioning were significant predictors of service use two years later. These findings suggest that adolescents who experience negative life events are more likely to be referred to specialty mental health services. Furthermore, middle adolescence appears to be a critical period during which family dynamics and emotional difficulties are associated with an increased likelihood of referrals. These findings highlight the potential for health services to consider family and emotional factors when assessing referral pathways and support strategies.

THE LINK BETWEEN SPONTANEOUS MOVEMENTS OF PRETERM-BORN INFANTS AND CHILDREN'S SOCIAL COMPETENCE AND SELF-ESTEEM: THE MEDIATING ROLE OF CHILDREN'S MOTOR SKILLS AND MATERNAL EMOTIONAL AVAILABILITY IN CHILDHOOD

Orna Lev-Enacab^{1,2}, Iris Morag^{3,4,5}, Tzipora Strauss^{3,5}, Mervatte Shukha², Efrat Sher-Censor¹

¹University of Haifa, Israel; ²Maccabi Health Care services, Israel; ³Sheba medical center, Israel;

⁴Shamir medical center, Israel; ⁵Tel-Aviv University, Israel

olevenaca@staff.haifa.ac.il

Preterm-born children are at increased risk for socio-emotional difficulties at school age. The factors contributing to these difficulties are not fully understood. The current study examined, for the first time, whether the qualities of preterm infants' spontaneous movements (i.e., unintentional movements observed in the first 5 months) predict their social competence and self-esteem in childhood. It also explored whether children's motor skills and mothers' emotional availability at school age mediated these links.

This longitudinal study included 106 mother-child dyads (Gestational age range = 23-35 weeks; Birth weight range = 520-2434g; 38.3% girls). At corrected ages of 3-5 months, infants' spontaneous movements were assessed using the Prechtl General Movement Assessment (Einspieler et al., 2004). At school age (60-106 months), children's motor skills were evaluated using the Movement Assessment Battery for Children (Henderson et al., 2007). Mothers' emotional availability was assessed during play interactions with the child using the Emotional Availability Scales (Biringen, 2008). Mothers and teachers reported children's social competence via the Health and Behavior Questionnaire (Armstrong & Goldstein, 2003), and teachers reported children's self-esteem using the Teacher's Rating Scale of Child's Actual Competence and Social Acceptance (Harter & Pike, 1984).

Controlling for relevant background characteristics of children and mothers, results showed that atypical spontaneous movements in infancy predicted lower social competence in childhood. Both poorer motor skills and lower maternal emotional availability mediated this link. Additionally, atypical spontaneous movements predicted lower self-esteem, with motor skills but not maternal emotional availability, acting as a mediator.

These findings suggest that assessing infants' spontaneous movements may help identify children at risk for social and emotional difficulties at school age. The results underscore the importance of interventions targeting motor skills and mother-child relationships to improve socio-emotional outcomes in this population.

SCHOOL MODELS AND CHILD DEVELOPMENT: EXAMINING THE RELATIONSHIP BETWEEN CHILD-CENTERED AND CONVENTIONAL APPROACHES, EXECUTIVE FUNCTIONS, AND WELL-BEING

Silvia Guerrero¹, Laura González², Marina Oliva², María J. Pardo², Ileana Enesco¹

¹Complutense University of Madrid, Spain; ²University of Castilla-La Mancha

silgue03@ucm.es

School is one of the most important contexts in children's lives, where they spend numerous hours each day focused on knowledge acquisition and academic performance. The school context also plays a crucial role in shaping sociocognitive and emotional skills, and fostering outcomes such as well-being and executive functions (EF). This study examines two types of school contexts (Lillard, 2023): 1) Child-Environment Interplay (CEI) model, based on a constructivist, child-centered approach that incorporates developmental psychology, and 2) Teacher-Text-Centered Learning (TTC) model, where developmental needs are subordinated to the focus on the teacher, textbooks, and grades. Research suggests CEI contexts may support more balanced development. However, evidence is limited and findings inconsistent. The study assessed 150 children from preschool and elementary grades, attending either CEI (N=95) or TTC (N=55) schools, on well-being and EF. School well-being was evaluated using a questionnaire on sense of belonging, environment, and aggression. EF was assessed through tasks measuring inhibitory control, working memory, and cognitive flexibility. A higher aggression was found in TTC schools compared to CEI schools ($B = -.725, p = .087$). No significant direct effects were found for EF by school ($B = -.0283, p = .875$), but school moderated the relationship between variables ($B = .173, p = .043$): in TTC schools, higher EF scores were associated with lower perceived school well-being ($B = -0.144, p = .044$). A similar interaction was found for environment ($B = .528, p = .034$): in TTC schools, higher EF scores were linked to worse perceptions of school environment ($B = -0.192, p = .026$). A significant main effect of perceived aggression on EF was also found ($B = -0.224, p = .035$), regardless of school. All models included covariates (fluid intelligence, age, years at school, and SES), and showed good fit (Adjusted $R^2 \approx 0.52-0.53$).

TRIGGERS AND (DE)ESCALATIONS: UNDERSTANDING BULLYING EVENTS FROM THE ADOLESCENTS' PERSPECTIVE USING A QUALITATIVE META-ANALYSIS

**Jana Fikrlová¹, Tereza Levková¹, Lenka Kollerová¹, Adam Klocek¹,
Tomáš Lintner^{2,3,1,4}, Radek Rychlík¹, Karolína Umová¹, Ivan Ropovik^{1,5}**

¹Institute of Psychology, Czech Academy of Sciences, Brno, Czech Republic; ²Department of Educational Sciences, Faculty of Arts, Masaryk University, Brno, Czech Republic; ³Institute SYRI, Brno, Czech Republic; ⁴Institute of Social Sciences of the Slovak Academy of Sciences, Košice, Slovak Republic; ⁵Faculty of Education, Charles University

fikrlova@psu.cas.cz

Objective: Exploring adolescents' perspectives on the onset and critical events of the bullying process is essential for understanding how bullying develops and is experienced within classroom contexts. This qualitative meta-analysis aims to identify events that trigger and shape the bullying process from an adolescent's perspective.

Method: The qualitative meta-analysis will systematically examine qualitative studies focusing on adolescents' experiences with the onset, progression, and de-escalation of bullying. A systematic search will be conducted across major academic databases (WoS CC, EBSCO, Scopus). We will analyze the eligible studies according to the inclusion criteria using qualitative meta-synthesis (e.g., Levitt, 2018; Timulak & Creaner, 2023) to develop and categorize recurring themes related to key bullying onset, progression, and de-escalation events.

Expected results: We aim to extract the following adolescent perspectives on the bullying process: (1) events at the bullying onset, focusing on events triggering the bullying process; (2) escalation events (e.g., humiliation events); (3) positive turning point events, i.e., events leading to de-escalation or cessation of bullying. In addition to synthesizing critical bullying-related events, we will generate an overarching conceptual model of bullying progression grounded in qualitative empirical data. We will cover bullying progression in the dyadic, peer-group, and also whole-classroom relationship structures.

Conclusion: By identifying key events in the onset, maintenance, and cessation of bullying, we will offer insights for designing targeted interventions and future research testing the new conceptual framework using quantitative methodology. This study underscores the importance of centring adolescents' perspectives on informing effective anti-bullying policies and practices.

GENERATION PEACE: DEVELOPING AND VALIDATING A CROSS-CULTURAL YOUTH PEACEBUILDING SCALE

Laura K. Taylor¹, Vivian Liu¹, Bethany Corbett², Juliana Valentina Duarte Valderrama³, Claudia Patricia Pineda Marin³, Eran Halperin⁴, Ilana Ushomirsky⁴, Tabea Hässler⁵, Léila Eisner⁵, Jeanine Grütter⁶

¹University College Dublin, Ireland; ²University of Ulster, Northern Ireland; ³Fundacion Universidad Konrad Lorenz, Colombia; ⁴Hebrew University of Jerusalem, Israel; ⁵University of Zurich, Switzerland; ⁶University of Munich, Germany

laura.taylor@ucd.ie

Global collective action for sustainable peace is urgently needed, with nearly 60% of conflicts reigniting within 10 years (Bosetti et al., 2017; Caffel & Masser, 2020). Advancing the United Nations (UN) Sustainable Development Goal (SDG) 16 on Peace, Justice and Strong Institutions, we examine peacebuilding through joint human action. Motivated by UN Security Council Resolutions 2250, 2419, and 2535 – recognising and facilitating young people’s participation in sustaining peace, preventing conflict, and fostering inclusion – we focus on youth as agents of peace.

Informed by decades of research on collective action for peace (e.g., Hardin, 2015; Becker, 2017; Leach, 2024), our approach is unique in two ways. First, we conceptualise peacebuilding as a continuum. Second, we invert the traditional focus on youth. Rather than framing young people as victims or perpetrators, we investigate how one-third of the world’s population can be agentic peacebuilders (Bähr et al., 2021; Lederach, 1997; Taylor, 2020).

Adolescent and young adult participants (N = 199) were recruited for Study 1, focus groups, across four cases: Northern Ireland, Colombia, Israel, and Switzerland. Over 1,600 adolescents and young adults participated in Study 2, the quantitative scale development and validation.

We address four research questions. First, we prioritise youth voices through focus groups to deepen the ecological validity of the YPS. Second, we develop measures to capture macrosystem peacebuilding in the YPS, addressing this gap in the previous literature. Third, we test for convergent and discriminant validity across four cases with different contexts of quality peace to investigate the applicability of the YPS across the peace continuum. Finally, we explore the unique and universal aspects of the YPS both across and within cases (e.g., key demographic groups such as age, gender).

Implications for UN policy as well as the wider literature on prosocial action in risky contexts settings are discussed.

BEYOND THE BLAME: CHILDREN'S PERCEPTIONS OF VICTIMS' MORALITY AND COMPETENCE

**Martyna Klaudia Rogowska, Aleksandra Wybrańska,
Katarzyna Myślińska-Szarek, Wiesław Baryła**

SWPS University, Poland

awybranska@swps.edu.pl

While many studies on children focus on the moral evaluation of perpetrators, relatively little is known about their assessment of victims of immoral acts. Understanding how children perceive and respond to victims is crucial for gaining insight into their broader social evaluations and children's perception of victims of immoral behavior. While prior research indicates that children often empathize with victims (Kanagoki et al., 2013; Uzefovsky et al., 2020), they paradoxically show reluctance to choose them as collaborators or playmates (Olson, et al., 2006). This project investigates how children evaluate victims in terms of morality and competence and how it shapes their social preferences. We hypothesized that (i) children perceive victims as more moral but less competent than non-victims and (ii) they avoid affiliating with victims.

We conducted four experiments with 445 children aged 4–6. During the procedure, children watched a puppet show involving three characters: a victim, a perpetrator and a neutral bystander. Then, children were asked about each puppet's morality, competence, and liking each character. They were also asked to indicate their preference for a playmate. In Study 3, we additionally asked about the blame ascribed to the victim, while in Study 4, we introduced a manipulation of the victim's competence.

Across all four experiments, we found that children consistently perceived victims of immoral behavior as more moral but less competent than other characters. They also showed a clear preference for neutral bystanders over victims when choosing a playmate. In Study 3, we found a strong positive correlation between victim-blaming and the perceived victim's competence. Results of Study 4 further showed that children were more likely to assign higher blame to victims who demonstrated greater competence.

These findings highlight children's nuanced evaluations of victims and suggest that perceived competence and blame attribution significantly shape their social decisions.

THE ROLE OF TEMPERAMENT, EXECUTIVE FUNCTIONS, AND SELF-REGULATION IN LEARNING SITUATIONS IN STUDENTS' ACADEMIC ACHIEVEMENT

Saara Haapanen¹, Katja Tervahartiala^{2,1}, Riikka Hirvonen³, Noona Kiuru¹

¹Department of Psychology, University of Jyväskylä; ²Department of Psychology and Speech-Language Pathology, University of Turku; ³School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland

saara.m.haapanen@jyu.fi

Background: Self-regulation is continuous and dynamic adaptation of emotions, behavior, and cognition in goal-directed actions. Previous research has associated it with academic achievement, yet the definitions vary by research perspectives and are not often integrated. This study researches self-regulation from a cognitive perspective by examining the core facets of executive functions: working memory, inhibition, and cognitive flexibility. Also, it includes a developmental perspective by Rothbart's temperament model and its temperament dimensions, effortful control, surgency, and negative affectivity. Furthermore, it includes the child's real-time regulation in learning situations assessed by parents and teachers.

Objectives: This study seeks insights into associations between temperament, executive functions, and everyday self-regulation in learning situations with academic achievement in children. It focuses on early adolescents, while most previous research on self-regulation focuses on younger children.

Methods: The participants of the study (n=190) were Finnish 6th graders (median age 12 years), who performed executive functions tasks. The students also answered a temperament questionnaire (Rothbart's EATQ-R Short). Parents and teachers were asked to assess students' self-regulation in homework and learning situations at school by questionnaires.

Results: After controlling for gender, parents' education, fluid intelligence, and learning difficulties, of the investigated temperament dimensions, effortful control was associated with higher teacher and parent-reported self-regulation in learning situations, and poorer working memory and inhibition. Surgency was negatively associated with cognitive flexibility. Furthermore, higher cognitive flexibility and teacher-reported self-regulation predicted better academic achievement. Finally, higher effortful control predicted higher teacher-reported self-regulation in learning situations, which further contributed to better academic achievement. Also, cognitive flexibility mediated the association between surgency and subsequent academic achievement.

Discussion: This study deepened the understanding of the role of self-regulation in learning outcomes and the underlying mechanisms. This knowledge is needed to better target effective educational supporting interventions and recognize children at risk for difficulties in self-regulation.

VALIDATION OF A TRANSDIAGNOSTIC EARLY SCREENING TOOL FOR WARNING SIGNS OF NEURODEVELOPMENTAL DISORDERS IN INFANTS UNDER ONE YEAR

Elisabeth Benkhedir, Céline Scola, Marianne Jover

Centre PsyCLE - UR 3273, France

elisabeth.benkhedir@etu.univ-amu.fr

Neurodevelopmental disorders (NDDs), which originate from neurobiological factors, disrupt children's developmental trajectories, affecting their learning and experiences from an early age (Parenti et al., 2020; Bishop & Rutter, 2008). Early intervention following the identification of NDDs signs is crucial to mitigating the severity of future difficulties (Benzies et al., 2013; Finlay-Jones et al., 2019). However, despite the high prevalence of comorbidity - more the rule than the exception -, certain NDDs receive greater attention in public health policies, often leading to delays in care for the others (Yegba, 2022; Inguaggiato, et al., 2017). Enhancing the detection of early signs through a transdiagnostic approach is therefore a major public health priority (Astle et al., 2022; Mareva, 2021).

Our team's project aims to validate a transdiagnostic early screening tool for NDDs in children under one year of age. This study is based on the longitudinal observation of 2000 children across 69 partner daycare centers. At 4, 6, 9, and 12 months, each child is observed using screening grids—first by childcare professionals, then by a trained pair of professionals specialized in early NDDs signs, and finally by a pediatrician who either validates or refutes the observations. The Brunet-Lézine test and the ASQ questionnaire are used to further assess the validity of the grids.

This presentation will focus on the project design, the content of the screening grids, and preliminary results regarding the internal consistency and inter-observer reliability of the grids, based on 400 already reported observations.

CUSP CATASTROPHES IN BULLYING OTHERS PREDICTED BY INDIVIDUAL AND CLASSROOM CHARACTERISTICS

Adam Klocek¹, Jan Premus^{1,2}, Lenka Kollerová¹, Tomáš Lintner^{1,3}, Ivan Ropovik^{1,4}

¹Institute of Psychology, Czech Academy of Sciences, Brno, Czech Republic; ²Geoazur laboratory, Université Côte d'Azur, Nice, France; ³Department of Educational Sciences, Faculty of Arts, Masaryk University; ⁴Institute for Research and Development of Education, Charles University
klocek@psu.cas.cz

Objective: Bullying perpetration is shaped by both individual traits and classroom environment, but traditional linear models struggle to capture its non-linear nature. This study applies the cusp catastrophe model, which incorporates asymmetry and bifurcation control parameters. **Method:** Data from 1421 adolescents (119 classrooms, grades 6–8) were analyzed across two time points (three-month interval). All variables were measured using self-reported scales and composite average scores were employed in the analyses. We tested whether (1) higher moral disengagement, externalizing, and victimization at wave 1 predict higher bullying perpetration at wave 2 (asymmetry), and (2) higher perceived non-inclusive norms in the classroom, individual social self-efficacy, and perceived teacher support influence sudden bullying increases (bifurcation). Sensitivity analyses included alternative models (exploratively omitting effects 1-by-1), replacing individual norms and teacher support with classroom-averaged values, and replacing perpetration at wave 2 with wave 1 values. Model fit was compared using AIC, BIC, and (pseudo) R^2 . **Results:** The models with multiple bifurcation predictors did not converge. In classrooms with strong non-inclusive norms, small increases in asymmetry parameters led to a sudden bullying surge, whereas inclusive classrooms showed a more gradual/linear relationship. The cusp model (44% variance explained; BIC = 2652) outperformed the linear model (15%; BIC = 3832). **Implications:** Schools should foster inclusive norms to prevent abrupt bullying escalations and reduce asymmetry parameters in individual students to shift classrooms away from stable high perpetration. In high-bullying environments or students, small interventions may be insufficient—stronger efforts might be needed to break out the high-bullying states.

RRI-YPMH – AN RRI FRAMEWORK FOR THE RESPONSIBLE INVOLVEMENT OF YOUNG PEOPLE IN MENTAL HEALTH PROJECTS

Josimar Antônio de Alcântara Mendes, Marina Jirotko

University of Oxford, United Kingdom

josimar.dealcantaramendes@cs.ox.ac.uk

The presentation “RRI-YPMH – An RRI Framework for the Responsible Involvement of Young People in Mental Health Projects” underscores the urgent need for frameworks that ensure responsible, inclusive, and effective youth participation in mental health research and interventions, especially in the Digital World. Developed within the UK’s Digital Youth Programme, this framework addresses gaps in collaborative projects by embedding the principles of Responsible Research and Innovation (RRI) into youth participation practices. RRI-YPMH is the product of a mixed-methods approach, incorporating interviews, surveys, and workshops with researchers, practitioners, and young people. It introduces six guiding principles for collaborative projects: Privacy & Security, safeguarding young people’s data; Liaising, engaging with stakeholders; Transparency, ensuring open communication; Robustness, fostering meaningful participation grounded in evidence; Accountability, mitigating adverse impacts; Diversity, promoting inclusivity; and Young People-centricity, prioritising young people’s best interests in collaborative processes. These principles collectively empower youth to become active co-creators rather than passive recipients in mental health interventions. RRI-YPMH serves as a vital tool for fostering partnerships based on mutual respect, ensuring that young people’s voices resonate throughout the research and intervention processes. This framework exemplifies a paradigm shift, equipping researchers, practitioners, and developers with actionable strategies to navigate the complexities of youth mental health projects while championing the transformative potential of young people.

A DEVELOPMENTAL APPROACH TO ‘BEST INTERESTS’: THE ‘BEST INTERESTS MATRIX’ AS AN EVALUATION TOOL FOR CHILD CUSTODY CASES

Josimar Antônio de Alcântara Mendes

University of Oxford, United Kingdom

josimar.dealcantaramendes@cs.ox.ac.uk

The determination of a child’s *best interests* in custody and contact disputes remains one of the most complex and debated issues in developmental psychology and family law. Despite its prominence in international frameworks, the *best interests principle* often lacks a clear, evidence-based operationalisation, leading to subjective or inconsistent evaluation and decision-making criteria. This presentation introduces the *Best Interests Matrix* - a structured evaluation tool designed to assist psychologists, social workers, and legal professionals in assessing children’s biopsychosocial and emotional well-being in child custody cases.

Grounded in a developmental approach, the *Best Interests Matrix* was developed and implemented in Brazil, where legal and psychosocial professionals have been trained in its application. User feedback has highlighted the tool’s usability and suitability for a child-centred evaluation process in child custody cases. The tool incorporates key risk and protective factors that influence child outcomes post-separation, such as parental conflict, attachment security, and environmental stability. It is informed by a comparative study of custody decision-making in Brazil and England, shedding light on jurisdictional differences in conceptualising children’s needs and well-being. A user evaluation conducted with trained professionals demonstrated the tool’s effectiveness in enhancing structured decision-making, reducing biases, and fostering a more child-centred approach.

This presentation will highlight how judicial and psychosocial actors shape developmental outcomes through custody evaluations and decisions and how this tool can best assist them in this process. By introducing a systematic framework for evaluating children’s *best interests*, the *Best Interests Matrix* contributes to a more transparent, developmentally sensitive, and ethically sound approach to custody assessments

ASSOCIATION BETWEEN PRETERM BREASTMILK MELATONIN CONCENTRATION AND PSYCHOSOCIAL FACTORS AT BIRTH [PROMOTE]

Theano Kokkinaki¹, Nicole Anagnostatou², Maria Markodimitraki³, Theano Roumeliotaki⁴, Manolis Tzatzarakis⁵, Elena Vakonaki⁶, Haridimos Kondylakis⁷, Aristidis Tsatsakis⁸, Eleftheria Hatzidaki⁹

¹Department of Psychology, University of Crete, Greece; ²Department of Neonatology/Neonatal Intensive Care Unit, University General Hospital of Heraklion; School of Medicine, University of Crete; ³Department of Preschool Education, University of Crete; ⁴Department of Social Medicine, School of Medicine, University of Crete; ⁵Laboratory of Toxicology, School of Medicine, University of Crete; ⁶Laboratory of Toxicology, School of Medicine, University of Crete; ⁷Computer Science Department, University of Crete; Computational Biomedicine Laboratory, FORTH-ICS; ⁸Laboratory of Toxicology, School of Medicine, University of Crete; ⁹Department of Neonatology/Neonatal Intensive Care Unit, University General Hospital of Heraklion; School of Medicine, University of Crete
kokkinaki@uoc.gr

Background and aims: Melatonin in human milk is important for infant neurodevelopment. Preterm birth leads to sudden interruption of transplacental transfer of melatonin that normally takes place during the last part of pregnancy. Breastmilk is the only source of melatonin for the preterm neonate during the first months of life. Contradictory evidence on the way breastmilk melatonin concentration is associated with psychosocial factors shows a general trend for stress, fatigue, and negative mood to be associated with higher melatonin in morning milk samples although laughter increased the levels of breastmilk melatonin in healthy mothers. The aim of this study is to explore the psychosocial factors that may be associated with preterm breastmilk melatonin concentration immediately after birth.

Methods: The study included 64 mothers, and their preterm neonates (<37 weeks) (NICU, University General Hospital of Heraklion) (Mean [SD] gestational age: 33.7 [2.0] weeks). Mothers collected 5-10 ml of nighttime breast milk using an electric pump at three time points: 3rd-5th day (colostrum), 10th-14th day (transitional milk), and 20th-28th day (mature milk). Melatonin levels were measured using an ELISA kit. Within the first 3 days postpartum, maternal psychosocial factors were assessed, including depressive symptoms (EPDS), anxiety (STAI), and family functioning (FACES-IV).

Results: A total of 64 mothers provided breast milk at three time points: 3rd-5th day (n=55, Mean [SD]=19.7 [14.7]), 10th-14th day (n=47, Mean [SD]=24.3 [22.7]), and 20th-28th

day ($n=42$, Mean [SD]=21.5 [19.4]). Preliminary findings show a trend for a positive association between postnatal anxiety/depression and melatonin levels in colostrum breastmilk ($r=0.193$ and $r=0.153$). Higher maternal postnatal depression/anxiety correlates with increased melatonin concentration.

Conclusions: Despite sample size limitations, higher maternal anxiety and depression have been correlated with increased melatonin concentration in colostrum breastmilk. Further research is needed to confirm this trend and explore its potential impact on neonatal development.

A QUALITATIVE STUDY OF ADOLESCENTS' ATTITUDES AND EXPERIENCES OF SEXUAL HARASSMENT IN ORGANIZED SPORTS

Darun Jaf¹, Therése Julia Iréne Skoog²

¹Örebro University, Sweden; ²University of Gothenburg, Sweden

darun.jaf@oru.se

Across Europe and North America, most youth spend their time outside of family and school in organized activities, such as sports. In these cultures, organized sports are highly valued on a macro level and are also encouraged at micro levels (e.g., within families, schools, and peer groups). These trends are promising, as research consistently highlights the significant potential of organized activities, like sports, for positive youth development. However, a growing body of research reveals that sexual harassment (SH—in this study defined as unwanted sexual attention, including sexual comments, inappropriate name-calling, obscene gestures, and touching) is common among youth in organized sports settings. SH has become so prevalent that it is now a normalized aspect of the sports environment. This presents a major issue, as SH victimization can lead to numerous negative consequences for youth, such as depressive symptoms, social anxiety, and suicidal ideation. While existing research illuminates the presence, prevalence, and outcomes of SH among youth, a comprehensive understanding of the phenomenon is still lacking. Therefore, in this study, we employed a qualitative approach that captures youth athletes' subjective perceptions and experiences of SH in the sports context. We conducted interviews with seventeen active athletes aged 15 to 18. Our findings provide an in-depth understanding of SH in youth sports settings. Specifically, the findings illustrate how youth perceive SH in sports situations and how these experiences may influence their feelings and behaviors within these contexts. Furthermore, the interview findings also reveal when (e.g., during practices or games), by whom (e.g., teammates or opponents), and why SH may occur among youth in organized sports. The results of this study have significant implications for future research and the work of practitioners.

IMMIGRANT PARENTS' PERCEPTIONS AND EXPERIENCES OF THEIR CHILDREN'S PARTICIPATION IN ORGANIZED AFTER-SCHOOL ACTIVITIES IN SWEDEN

Darun Jaf¹, Stefan Wagnsson², Louise Davis³, Camilla Knight⁴

¹Örebro University, Sweden; ²Karlstads University, Sweden; ³Umeå University, Sweden;

⁴Swansea University, United Kingdom

darun.jaf@oru.se

Research consistently highlights the significant potential of organized after-school activities, such as sports, for positive youth development. However, a closer examination of the literature from the past decade reveals troubling inequalities in the participation rates of immigrant youth compared to native youth across Europe and North America. Parents are recognized as one of the primary influences on young people's involvement in organized sports, particularly affecting the quality of their experiences and the likelihood of continued participation. Despite this, the existing literature primarily focuses on native families, with limited attention given to immigrant households. This lack of understanding hinders the efforts of researchers and practitioners to promote participation in organized activities, such as sports, among immigrant families. To address this knowledge gap, the primary objective of this study is to gain a comprehensive understanding of immigrant parents' perspectives and experiences regarding their children's involvement in after-school organized sports activities in Sweden. Additionally, it aims to identify the barriers and facilitators that may affect parents' attempts to socialize and engage in their children's sports activities. Using a qualitative design, we conducted interviews with eighteen first-generation immigrant parents who were born outside the Nordic countries and have children between the ages of 6 and 16. We extracted typical stories or scenarios from multiple individual cases through composite sequence analysis. Our findings indicate that three distinct collective networks (profiles) were identified. These profiles differed in terms of their age once arriving in Sweden, their past experiences with structured sports activities, or their experiences with sports in general. The profiles, in turn, offer an in-depth understanding of potential barriers and facilitators connected to the progression of immigrant parents into the sports context and related experiences. The implications of the findings for future research and the work of practitioners will be discussed in greater detail.

CHILDREN'S PRAGMATIC LINGUISTIC DEVELOPMENT: THE ROLE OF EXECUTIVE FUNCTIONING

Maria Chiara Pino, Marta Sannino, Marco Giancola, Simonetta D'Amico

University of L'Aquila, Italy

mariachiara.pino@univaq.it

Executive functions (EFs) are top-down cognitive control processes that regulate thought and behavior. Previous studies have highlighted that these functions, including inhibition, working memory, cognitive flexibility, and attentional control, are crucial for managing complex linguistic tasks and are linked to children's pragmatic language (PL) development (Matthews et al., 2018). PL refers to the ability to effectively use communication strategies in social interactions. Given the essential role of EFs in language and communication processing, this study aimed to explore the relationship between EF and PL in a sample of 79 school-aged children (mean age = 9.7 years; SD = 0.60 years; 47 boys). General intellectual ability was assessed using Raven's Coloured Progressive Matrices, and PL was measured through the Colour Game sub-test of the APL-Medea. Specific EF components were evaluated using the following tasks: inhibition was assessed with the numerical Stroop task and the Trail Making Test, working memory with the backward span test, and cognitive flexibility with the Tower of London test. Correlation analyses revealed significant associations between PL and two EF components: working memory ($r=0.32$; $p=0.03$) and inhibition ($r = 0.36$; $p = 0.01$). Regression analysis showed that only inhibition component predicts the PL competences. Findings from this study suggest that working memory and inhibitory control are significantly associated with PL skills. Working memory plays a key role in holding and manipulating information, essential for constructing complex sentences, maintaining conversational turn-taking, and understanding communicative intent. The main role to support the PL is performed by inhibitory control. This mechanism filters out irrelevant information and attend to social cues, facilitating appropriate language use in different contexts. Although preliminary, these results underline the importance of EFs in PL competence. Future studies with larger samples will apply advanced methods, such as network analysis, to further investigate this relationship.

CAN WE PREDICT WHICH COMPONENTS OF BEHAVIORAL PARENT TRAINING FOR CHILDREN WITH ADHD WORK FOR WHOM? A TWO-STAGE INDIVIDUAL PARTICIPANT DATA META-ANALYSIS

Francesca Bentivegna^{1,2,3}, Marjolein Luman^{4,5}, Tycho J. Dekkers^{1,2,5,6,7}, Saskia van der Oord⁸, Patty Leijten⁹, PAINT-IPDMA collaborator group¹⁰, Barbara J. van den Hoofdakker^{1,2,11}, Annabeth P. Groenman^{1,2,9}

¹University of Groningen, University Medical Center Groningen, Department of Child and Adolescent Psychiatry Groningen, the Netherlands; ²Accare Child Study Center, Groningen, the Netherlands; ³The Research School of Behavioral and Cognitive Neuroscience, University of Groningen, the Netherlands; ⁴Vrije Universiteit Amsterdam, Department of Clinical, Neuro- and Developmental Psychology, Amsterdam, the Netherlands; ⁵Level, Academic Center for Child- and Adolescent Psychiatry and Specialized Youthcare, Amsterdam, the Netherlands; ⁶Amsterdam University Medical Centers (AUMC), Department of Child and Adolescent Psychiatry, Amsterdam, the Netherlands; ⁷University of Amsterdam, Department of Psychology, Amsterdam, the Netherlands; ⁸KU Leuven, Clinical Psychology, Leuven, Belgium; ⁹University of Amsterdam, Research Institute of Child Development and Education, Amsterdam, the Netherlands; ¹⁰Other organizations; ¹¹University of Groningen, Department of Clinical Psychology and Experimental Psychopathology, Groningen, the Netherlands
f.bentivegna@umcg.nl

Three components of behavioral parent training have been found to be particularly effective in reducing behavioral difficulties in children with ADHD: the manipulation of antecedents of behavior, and using positive and negative consequences. What remains to be clarified is for which families these components are associated with stronger changes in child behavior. Specifically, this study aims to explore which child, parent, and family characteristics are predictive of stronger associations between a higher dosage of each component and improvements in child behavior (i.e., ADHD symptoms, behavioral problems, and impairment).

We employed individual participant data ($N = 1,647$) from 29 randomized controlled trials of parent interventions included in an individual participant data meta-analysis (IPDMA). The IPDMA data were combined with a database containing information on specific techniques of each parent training program, which were scored using a previously developed taxonomy. Trials were included if participants were preschool- or primary school-aged children diagnosed with ADHD using diagnostic interviews or validated questionnaires. A number of child, parent and family predictors will be included in the analyses. With the data

harmonization currently nearing completion, we will employ a two-stage IPDMA approach whereby the data from interventions groups will be analyzed separately for each trial and then combined with the dosage of the techniques through meta-regression analysis.

During ECDP, we will present the results of these analyses. Given the novelty of our question, we do not have any prespecified expectations regarding our findings. By shedding light on which components of behavioral parent training work for whom, our work can promote the development of more effective, individually tailored interventions with a focus on specific child, parent, and family aspects that are likely to influence intervention outcomes.

HEALTHY CONTEXT PARADOX IN INTERNALIZING AND EXTERNALIZING PROBLEMS: THE ROLE OF SELF-BLAMING AND LACK OF PEER SUPPORT

Lenka Kollerová¹, Ivan Ropovik^{1,2}, Adam Klocek¹

¹Institute of Psychology, Czech Academy of Sciences, Brno, Czech Republic; ²Institute for Research and Development of Education, Charles University, Prague, Czech Republic

kollerova@praha.psu.cas.cz

Prior research has documented the healthy context paradox, whereby negative consequences of victimization by school bullying are particularly severe in classrooms where bullying targets lower number of students. However, the existing studies on the healthy context paradox mostly focus on internalizing problems and the understanding of longitudinal associations and potential mediating mechanisms is rather limited. Therefore, this study will (1) examine longitudinal associations between victimization and both internalizing and externalizing problems, (2) test moderating effects of classroom descriptive norm of victimization (i.e., classroom-level victimization rate), and (3) investigate potential mediating role of self-blaming attributions and lack of peer support. The sample comprises early adolescents (Time 1: $N = 2003$; 51% girls; age: $M = 12$ years and 6 months, $SD = 12$ months) assessed at three time points (with a three-month interval) within one school year. Two separate multilevel linear models (for internalizing problems and externalizing problems) with students and classrooms as levels will be estimated to test the hypothesized effects. We expect to find positive associations between Time 1 victimization and Time 3 internalizing and externalizing problems and a moderation effect of Time 1 classroom-level victimization rate, such as that it will weaken the associations. We further hypothesize that the moderating effects will be mediated by Time 2 self-blaming attributions and lack of peer support. The findings will clarify the healthy context paradox and identify potential mechanisms that could be targeted by interventions.

ASSESSING STUDENT BURNOUT WITH THE BAT: PSYCHOMETRIC PROPERTIES AND LINKS TO WELL-BEING AMONG GENERAL UPPER SECONDARY, VOCATIONAL UPPER SECONDARY, AND HIGHER EDUCATION STUDENTS

Heta Tuominen¹, Jari Hakanen², Markku Niemivirta¹

¹University of Eastern Finland, Finland; ²Finnish Institute of Occupational Health, Finland

heta.tuominen@uef.fi

There have been shortcomings in the assessment of student burnout, which justifies the development of better tools to assess student burnout, both psychometrically and in terms of content. To this end, we adapted the Burnout Assessment Tool (BAT; de Beer et al., 2020; Schaufeli et al., 2020) to the context of studying and tested it with students from three different educational contexts: general upper secondary (N = 1922), vocational upper secondary (N = 623), and higher education (N = 772). The BAT consists of four dimensions: exhaustion, mental distance, cognitive impairment, and emotional impairment. First, we investigated the psychometric properties of the BAT, including tests of measurement invariance across the three samples, and construct validity. Second, we examined what kinds of engagement and burnout profiles can be identified among general upper secondary, vocational upper secondary, and university students and how these profiles are associated with well-being. We used a shortened BAT12 questionnaire (3 items/dimension). Confirmatory factor analysis was used to examine factor structure and measurement invariance across data sets. The structure of the BAT was consistent with the theoretical assumption of four correlated dimensions of burnout and invariant across the three contexts. Reliabilities ranged from .75 to .86. Moreover, the associations with other well-being variables were meaningful; burnout was related negatively to engagement and positively to depressive symptoms. By using multi-group latent profile analysis, we identified five engagement and burnout profiles: engaged (high engagement, low burnout), engaged-strained (high engagement, high exhaustion and cognitive impairment), moderately engaged (moderate engagement, moderate burnout), disengaged-distant (low engagement, high mental distance), and burned-out (low engagement, high all burnout symptoms). The BAT measure appears to be a valid and promising method for assessing student burnout, at least in upper secondary and higher education. Emotional and cognitive impairment seemed pertinent when investigating study-related pressures in these contexts.

BEYOND GOOD INTENTIONS: PROMISING PRACTICES AND PREVENTABLE FAILURES IN ENGAGING ‘HARD-TO-REACH’ YOUTH IN PARTICIPATORY RESEARCH ON STREET HARASSMENT

**Charlotte van Tuijl¹, Lysanne te Brinke¹, Milene Gonçalves²,
Jeroen van der Waal¹**

¹Erasmus University Rotterdam, The Netherlands; ²Delft University of Technology, The Netherlands
vantuijl@essb.eur.nl

Participatory Action Research (PAR) has been increasingly recognised as a strategy to empower youth to enact change in their communities. It is seen as an approach to redistribute power and foster societal transformation. However, youth in disadvantaged positions – such as those with migration backgrounds and those living in neighbourhoods with limited access to quality education and social services – are often excluded from research projects and labelled as ‘hard-to-reach’.

In this presentation, we critically reflect on barriers and facilitators of PAR with ‘hard-to-reach’ youth, who are often distrustful of institutions and unfamiliar with (participatory action) research. To this end, we draw on reflections from a project conducted in Rotterdam, the Netherlands, with $n = 65$ youth (aged 13-20), recruited through youth workers in community hubs and outreach programmes. Youth participated in 1-2 sessions that included idea-generation, video-inspired reflections, debates, and mapping exercises to explore youth’s views on street harassment and ways to tackle it. To build trust, the researchers participated in existing activities with youth before engaging them in the project. Reflection methods include pre- and post-surveys, collective reflections with youth workers, and informal interviews with youth.

Our preliminary findings show that, while PAR aims to raise critical awareness among participants from all backgrounds, many participants struggled to voice their opinions, potentially due to low self-esteem and diverging communication styles. Consequently, deeper discussions were sometimes deferred to avoid undermining confidence, potentially affecting data richness. Moreover, the youth’s identity formation and group dynamics influenced participation. Status within the group often dictated accepted behaviours, complicating trust-building among peers. Addressing these dynamics required careful facilitation and flexibility in research approaches.

This study offers practical reflections for researchers aiming to engage youth in disadvantaged positions in participatory action-oriented research, emphasising the need for trust-building, adaptive methods, and sensitivity to group dynamics and individual development.

SOCIOECONOMIC STATUS AND DELAYED COMMUNICATION SKILLS IN EARLY CHILDHOOD: THE ROLE OF SCREEN TIME AND PARENT-CHILD BOOK READING

Krisztina Kopcsó

Hungarian Demographic Research Institute, Hungary

kopcsok@demografia.hu

Children's language skills, which are related to later academic and employment outcomes, differ by socioeconomic background as early as the age of 3 years. Previous studies have shown the detrimental effects of both excessive media consumption and low levels of parent-child book reading on early language development. However, the question of whether the social gap in language development is mediated by these activities has received little attention in previous research. The aim of this study was to examine the relationship between socioeconomic status, as indicated by maternal educational attainment and material hardship during pregnancy, and children's communication skills at 3 years of age, taking into account the mediating role of daily screen time and parent-child book reading frequency at 18 months of age. Relevant data from the Cohort '18 Growing Up in Hungary birth cohort study were available for 2,006 children (51% male, 49% female). Data on parenting activities and child development were provided by the mothers. Children's communication skills were measured using the Ages and Stages Questionnaire-3 screening tool. Children's daily screen time and frequency of parent-child book reading at age 18 months varied significantly by socioeconomic status in bivariate analyses, as did communication skills at 3 years of age. The proportion of children with delayed communication skills at 3 years of age was higher for children of mothers with low (14.3%) and medium (13.6%) compared to high (6.7%) educational attainment. The results from the mediation analyses indicated that screen time and parent-child book reading frequency at 18 months mediated the relationship between maternal educational attainment and delayed communication skills at 3 years. Meanwhile, material hardship mediated the relationship between maternal educational attainment and the aforementioned activities. In conclusion, social differences in digital media use and parent-child book reading frequency contribute to the social gap in language skills.

WHEN HELPING BRINGS HAPPINESS: CHANGES IN PSYCHOLOGICAL WELL-BEING AND LIFE SATISFACTION AND THE MOTIVATION TO HELP ON DIFFERENT LIFE STAGES

Beata Krzywosz-Rynkiewicz

University of Warmia and Mazury, Poland

beata.rynkiewicz@uwm.edu.pl

Research suggests that helping others contributes to happiness; however, this relationship is not straightforward. This study fills the gaps in previous research by integrating two constructs - life satisfaction and psychological well-being - with volunteerism. By investigating how they interact with motivations, the research advances the understanding of why and how helping influences happiness in different life stages. 806 volunteers (aged 18-65) participated in long-term assistance programs and completed pre- and post-tests (psychological well-being, life satisfaction, helping motivation: altruistic, self-centered focused on ego expression, and self-centered focus on compensation), and 20 individuals participated in interviews. The results indicate that while volunteering can enhance life satisfaction by fostering a sense of purpose and connection, it can decrease psychological well-being due to the emotional burden of empathizing with those in distress across different life stages. However, altruistic motivations can prevent a decrease in well-being, whereas self-centered ones may contribute to its decline. Age is not a moderator in changing volunteers' well-being and life satisfaction, but it is linked to the types of motivations to help. Higher ego-self-centered motivation characterizes younger volunteers focused on ego expression, while older volunteers show higher altruistic motivation. Self-centered compensatory motivation is not related to age. The awareness that not all volunteer experiences are beneficial can lead to improved volunteer management practices, such as recruitment strategies that align individual motivations with the appropriate roles.

TO FEEL, UNDERSTAND, AND HELP: EMPATHY ON DIFFERENT EMOTIONS AND ITS RELATION TO PROSOCIAL BEHAVIORS

Apryl Mae Parcon

University of the Philippines Diliman, Philippines

acparcon@up.edu.ph

This study aimed to look at both affective and cognitive empathy in three emotions: happy, sad, and anger, and see which predicts prosocial behaviors among children. A total of 223 preschool children, with ages ranging from 3 to 6.6 years old ($M=4.34$, $SD=.63$) participated. Each child individually watched three different short films corresponding to three different emotions happy, sad, and angry. To measure affective empathy, their facial expressions were recorded as they watch, and then scored according to the degree of match between the emotions of the characters in the film and the children's facial expressions. To measure cognitive empathy, children were interviewed regarding the films that they watched, and their responses were scored according to their understanding of the emotions of the characters in the clips. Prosocial behaviors were measured in two ways: the latency by which the child would help in picking up the crayons that fell on the floor and the degree to which the child would comfort the researcher who hurt herself with the clipboard. Regression analysis showed that among cognitive empathy, it was understanding sadness and anger which significantly predict prosocial behavior. Among affective empathy, however, it was feeling happiness and sadness which significantly predict prosocial behavior. These findings contribute on how we understand empathy and emotions and its relation to prosocial behaviors. Implications and applications were further discussed and elaborated.

LONGITUDINAL ANALYSIS OF SUBSTANCE USE ACROSS EMERGING ADULTHOOD

Inmaculada Sánchez-Queija¹, Águeda Parra², M. Carmen García-Mendoza³, Izarne Lizaso⁴, Marta Díez⁵

¹Universidad de Sevilla, Spain; ²Universidad de Sevilla, Spain; ³Universidad de Sevilla, Spain;

⁴UPV/EHU, Spain; ⁵Universidad de Sevilla, Spain

queija@us.es

Substance use remains a significant public health concern, particularly among young people. Although substance use typically begins in adolescence, it often peaks during emerging adulthood (18-29 years) due to the specific characteristics of this stage, such as exploration and self-focus. However, while many studies examine substance use during adolescence, far fewer focus on emerging adulthood.

This study aims to analyze trends in alcohol, tobacco, and cannabis use —the three most commonly used substances— during emerging adulthood, considering gender differences. A total of 72 men and 153 women completed surveys in 2015 (Mean age = 20 years old), 2018 (Mean age = 24 years old), and 2023-24 (Mean age = 29 years old).

Results indicate a linear increase in alcohol and cannabis use (small to medium effect size) and stability in tobacco use. Men and women consume tobacco at similar rates, while men consume more alcohol and cannabis than women (small effect size). There is no wave*gender interaction in any of the three substances analyzed.

Family social support and emotional intelligence at Wave 1 emerge as predictors of substance use at Wave 3. The findings highlight the need for interventions during this period to prevent the progression of substance use, particularly alcohol and cannabis.

ADDRESSING KEY QUESTIONS IN DEVELOPMENTAL PSYCHOLOGY: LESSONS FROM THE 20-YEAR MIRACLES OF DEVELOPMENT STUDY

Jallu Lindblom¹, Jaakko Tammilehto^{1,2}, Mervi Vänskä¹, Marjo Flykt^{1,2}, Miro Ilomäki², Yan Li², Maria Konttinen¹, Miranna Uitto¹, Petra Laamanen¹, Patrik Wikman², Raija-Leena Punamäki¹

¹Tampere University, Finland; ²University of Helsinki, Finland

jallu.lindblom@tuni.fi

A central aim of developmental psychology is to understand the mechanisms shaping child development. The Miracles of Development (MIDE) study, a 20-year longitudinal project, provides a unique opportunity to revisit fundamental questions in the field. Guided by Same-*roff's* Unified Theory of Development, in the present study, we review multilevel processes that regulate the effects of childhood experiences on developmental outcomes.

The MIDE study (<https://projects.tuni.fi/kehi/>) has followed N = 866 Finnish families (mothers, fathers, and children) from pregnancy (T1) and infancy (T2–T3) through middle childhood (T4) to early adulthood (T5). We synthesize findings from over twenty MIDE studies that have employed diverse methodologies, including self-reports, social-cognitive experiments, and neurophysiological assessments.

The review focuses on four key questions, emphasizing the developmental domains of mental health, social functioning, and self-regulation: (I) To what extent do early experiences determine later outcomes? Fourteen studies have used prospective designs to examine how early life stress and family environments predict child development. (II) Are there sensitive periods in development? Eight studies provide information on how the timing of developmental experiences predicts later outcomes. (III) How do biological and psychological processes align in development? Five studies incorporate hormonal assessments or brain imaging, allowing comparisons with self-reported outcomes. (IV) What role do representations play in development? Five studies contrast retrospective self-reports in adulthood with prospective parent-reports during childhood, allowing analysis of the significance of more subjective (i.e., memories) and objective events in development.

The new insights from the synthesized results are discussed in relation to prevailing developmental models. Suggestions are made for future research to carefully consider methodological approaches, as these define the limits of understanding developmental phenomena. Moreover, the findings highlight the need to further clarify cross-level processes between biological and psychosocial domains.

MIND-MINDEDNESS, EMOTION REGULATION, AND SHARENTING: A NEW PERSPECTIVE ON PARENTING IN THE MODERN WORLD

F. Cansu Pala¹, Ilknur Coban²

¹Ege University, Türkiye; ²Tekirdag Namik Kemal University, Türkiye

cansu.pala@ege.edu.tr

Mind-mindedness is defined as caregiver's ability to perceive and respond to mental states, essentially tuning into the emotional and cognitive needs of their children. Research has highlighted a strong relationship between mothers' mind-related comments and children's development. This relationship is not immune to today's fast-paced digital advancements that are reshaping parenting through behaviors such as "sharenting" –sharing information about children on social media. Although sharenting is widely recognized, its underlying causes and implications remain underexplored.

This study primarily focuses on the intersection of parental assistance to children's emotion regulation and mind-mindedness, exploring how sharenting influences their relationship. Specifically, it examines whether sharenting serves as an extension of a mother's attunement to their child's emotional needs or, conversely, whether it disrupts attunement and contributes to difficulties in emotional regulation. The study aims to provide a deeper understanding of how digital parenting behaviors interact with mind-mindedness and shape children's emotional development.

A G*Power analysis indicated that a minimum of 100 mothers of preschool-aged children (36-60 months) ought to participate in this study. The mothers will be asked to describe their child to assess mind-mindedness, and to complete PACER Questionnaire for measuring their assistance to children's emotion regulation and a social media use survey. It is hypothesized that attuned maternal comments will be positively associated with parental assistance to children's emotion regulation. Additionally, the potential explanatory moderation role of sharenting in this relationship will be examined.

Investigating the effects of parenting practices on children's development is important in the context of the modern world. Although there is extensive research on mind-mindedness and children's development, to the best of our knowledge, no studies have investigated the role of sharenting in this domain. Since this study is still ongoing, the findings will be discussed later considering their implications for understanding parenting in the digital age.

COGNITIVE AND AFFECTIVE EMPATHY PREDICT YOUNG CHILDREN'S INVOLVEMENT IN BULLYING ONE YEAR LATER

Katerina Romanova¹, Lucy Bowes¹, Eleanor Leigh¹, Julia Badger¹, Susan Clarkson², Matthew Broome³, Richard Hastings⁴, Judy Hutchings²

¹University of Oxford, United Kingdom; ²Bangor University; ³University of Birmingham;

⁴Warwick University

Katerina.romanova@magd.ox.ac.uk

Bullying is a highly prevalent phenomenon that can have an array of negative impacts on both victims and perpetrators' long-term health and wellbeing. Despite the widespread assumption that empathy should be a key target for anti-bullying interventions, research examining this relationship is surprisingly scarce, and the evidence base informing the implementation of empathy-focused interventions remains in its infancy. Our study examined how affective and cognitive empathy predict the status of victim, bully, and bully-victim, using data from the Stand Together trial. This is a longitudinal trial with data collected in 2021 and 2022 from 5167 primary school children aged 6-11 years, including measures of empathy, victimisation, and involvement in bullying. We conducted a secondary data analysis using propensity score matching and multinomial logistic regression to explore how children's self-reported empathy towards victims of bullying at baseline predicted their role in bullying at one year follow-up. Consistent with existing literature, we found that low affective empathy was a significant predictor of bullying at follow-up ($OR = 0.89$, 95% CI [0.84, 0.95], $p < .001$), but so was low cognitive empathy ($OR = 0.90$, 95% CI [0.83, 0.98], $p < .05$). Surprisingly, we also found that both high affective ($OR = 1.07$, 95% CI [1.06, 1.10], $p < .001$) and cognitive ($OR = 1.12$, 95% CI [1.09, 1.15], $p < 0.001$) empathy predicted later victimisation. We also discovered some evidence that high cognitive empathy is a predictor of a later status as a bully-victim ($OR = 1.05$, 95% CI [1.00, 1.10], $p < 0.05$). The findings identify a new risk factor for peer victimisation. We discuss how these findings can inform the strategic integration of empathy training to enhance the effectiveness of bullying prevention efforts.

QUARTER LIFE CRISIS AMONG TURKISH EMERGING ADULTS

**Kübra Berber¹, Hatice Kübra Özdoğan², Zehra Yeler³, Figen Çok²,
Nikolay Petrov⁵, Oliver Robinson⁴**

¹Ankara University; ²Baskent University; ³TED University; ⁴University of Greenwich;

⁵Cambridge University

berber_kubra@hotmail.com

The term *quarter-life crisis* refers to the developmental crisis experienced during early adulthood and may occur in relation to career, romantic relationships, or family dynamics. In addition to age specific developmental tasks and challenges, Turkish emerging adults has to deal with economic instability, higher rates of NEETs, financial uncertainty, and traumatic affects of recent earthquake. These may contribute to higher rates of quarter-life crisis. This study aims to examine self-reported quarter-life crisis levels among Turkish emerging adults and differences by demographic factors.

The study included 238 Turkish emerging adults, comprising 74 males (31%) and 163 females (69%). Data were collected using the Developmental Crisis Questionnaire-12 (DCQ-12) and a demographic information form. Results showed that 36% of the participants scored 42 or above on the DCQ-12, indicating that they were experiencing a crisis. Multi-way ANOVA results revealed no significant differences in crisis levels based on age, residency, parenting style, or working status. However, a significant difference was found based on gender ($F_{(1, 227)} = 6.5, p < .05$), with a small effect size ($\eta^2 = .03$). Female participants ($\bar{x} = 40.24$) reported significantly higher crisis levels than male participants ($\bar{x} = 37.99$).

This study sheds light on the characteristics of the quarter-life crisis within the Turkish context. Notably a considerable proportion of the sample scored above the cut-off point, highlighting the challenges of emerging adulthood. Additionally, the results indicate that females experience higher crisis levels, suggesting that gender plays a significant role in shaping the intensity of this developmental crisis in Türkiye. Future research could explore other factors influencing the nature of the crisis. The findings of this study may have implications for intervention programs aimed at enhancing well-being and resilience during emerging adulthood.

This presentation is supported by TÜBİTAK 2224-A Grant Program for participation in scientific meetings abroad.

MATERNAL PARENTING BELIEFS AND BEHAVIORS, INTERNALIZATION OF MORAL VALUES, AND PROSOCIAL BEHAVIORS: A PATH ANALYSIS

**Beril Kiyak Yılmaz¹, Başak Sahin-Acar¹, Aysun Dogan², Deniz Tahiroglu³,
Sibel Kazak Berument¹**

¹Middle East Technical University, Türkiye; ²Ege University, Türkiye; ³Bogazici University, Türkiye
berilkiyak@gmail.com

Environmental factors shape the moral development of adolescents, and one powerful environmental factor is the parenting behaviors that are also determined by parental beliefs and cognitions (Abidin, 1992). The current study aimed to examine a serial mediation model to test how maternal beliefs are related to adolescents' prosocial behaviors through parenting behaviors and adolescents' internalization of moral values. The current study was conducted as part of a nationwide project at 2 time points, and the sample consisted of 2187 adolescents and their mothers. A path analysis was conducted using SPSS Amos and the tested model had good model fit ($\chi^2 (17) = 94.59, p < .001, CFI = .98, RMSEA = .05$). Results suggested that mothers' belief in psychological individual autonomy predicted their parental warmth ($\beta = .07, p = .006$), which predicted adolescents' internalization of moral values ($\beta = .06, p = .043$), and internalization of moral values predicted adolescents' prosocial behaviors ($\beta = .05, p = .016$). The indirect path from psychological individual autonomy to prosocial behaviors through parental warmth and internalization was also significant ($\beta = .000, p = .025, 95\% CI [.000 .001]$). Additionally, maternal rejection ($\beta = -.06, p = .017$) and inductive reasoning ($\beta = -.05, p = .042$) were negatively associated with the internalization of moral values. The indirect paths from maternal rejection ($\beta = -.005, p = .015, 95\% CI [-.013 -.001]$) and inductive reasoning ($\beta = -.002, p = .023, 95\% CI [-.006 .000]$) to prosocial behaviors through the internalization of moral values were also significant. Moreover, maternal belief in shaming directly and negatively predicted the internalization of moral values ($\beta = -.06, p = .006$). Grade level and sex of adolescents were controlled, and only grade level was positively associated with the internalization ($\beta = .04, p = .015$).

“SUPPORT ME AND I’LL DO BETTER”: AUTONOMY-SUPPORTIVE PARENTING IN ENHANCING ADOLESCENTS’ HOMEWORK OUTCOMES

**Federica Papa¹, Francesco Preiti¹, Francesca Cuzzocrea², Luana Sorrenti³,
Giuseppa Filippello³, Maria Cristina Gugliandolo³, Francesca Liga³**

¹Department of Psychology, University of Campania “Luigi Vanvitelli”, Italy; ²Department of Health Science, University “Magna Graecia” of Catanzaro, Italy; ³Department of Clinical and Experimental Medicine, University of Messina, Italy

federicapapa55@gmail.com

Introduction: Self-determination theory (Ryan & Deci, 2017) emphasizes the importance of autonomy-supportive parental behaviours in fostering students’ intrinsic motivation, academic engagement, and overall achievement (Tunkkari et al., 2021; Valdés-Cuervo et al., 2022). Autonomy-supportive parents encourage adolescents to take ownership of their learning by providing guidance without imposing control, fostering a sense of competence and self-regulation. However, the mechanisms through which parental homework support specifically influences homework-related outcomes need to be further explored.

Method: A sample of 226 families, composed of adolescents aged 10-14 ($M=12.11$, $SD=.88$) and their parents, was involved in the study. Participants completed the following scales: the Parent Homework Support scale, the Homework Survey and the Homework Distraction Scale.

Results: Common Fate Model (CFM) was used. The model showed a good model fit ($\chi^2(59) = 73.815$, $p > .01$, $Y-B\chi^2(59) = 67.443$, $p > .01$, $R-CFI = .99$, $SRMR = .04$, $R-RMSEA(90\% CI) = .03(.00, .05)$). Results showed that Parent Homework Support positively related with Time Spent on Homework ($\beta = .37$, $p < .01$) and Homework Time Management ($\beta = .34$, $p < .01$), negatively with Homework Distraction ($\beta = -.30$, $p < .001$). Amount homework completed was positively related both with Time Spent on Homework ($\beta = .32$, $p < .01$) and Homework Time Management ($\beta = .36$, $p < .01$). Two indirect effect were observed between Parent Homework Support and Amount homework completed via Homework Time Management ($\beta = .12$, $p < .05$) and via Time Spent on Homework ($\beta = .12$, $p < .05$).

Conclusion: These findings highlight the role of autonomy-supportive parental strategies in promoting adolescents’ school engagement and academic success. By enhancing time management, reducing distractions, and fostering intrinsic motivation, supportive behaviours can help students develop self-regulation skills that are crucial for long-term learning.

MEANING IN LIFE AT MIDLIFE FOR SINGLE AND CHILDFREE FILIPINO WOMEN

Samantha Erika N. Mendez

University of the Philippines Diliman, Philippines

snmendez@up.edu.ph

What makes life meaningful for middle-aged single women without children in a collectivist, pronatalist and predominantly Catholic context like the Philippines, where a woman's value seems largely tied to their performance of the role of a wife and a mother? While meaning in life involves an internal process within an individual, one's socio-cultural context as well as where they are situated in their developmental life stage could be pivotal in shaping an individual's perceptions and interpretations of their experiences. Thus, the study aims to explore how meaning in life as a phenomenon is experienced by people who do not subscribe to the gold standard of successful passage into adulthood in a society that promotes and privileges the ideology of marriage and family. We explored this question using interpretative phenomenological analysis (IPA). Seven middle aged single women aged 41 to 58 who lived in different cities within the Philippines were interviewed through mobile, audio or video calls. Meaning in life was experienced by these middle-aged, always single Filipino women through caring for the self, accepting life, and engaging in social and in meaningful pursuits. Implications and recommendations for research and practical applications for women at this particular life stage are also identified and discussed.

“YOU FEEL UNSAFE THE MOMENT YOU CLOSE YOUR FRONT DOOR”: LGBTQ+ INDIVIDUALS EXPERIENCES OF SOCIAL SAFETY AND INSECURITY

Rasa Katinaite, Kristina Žardeckaitė - Matulaitienė

Vytautas Magnus university, Lithuania

rasa.katinaite@vdu.lt

Introduction: Social safety is a fundamental human need essential for personal development and meaningful social relationships. While most individuals assume that society is safe for them unless proven otherwise, LGBTQ+ individuals often face direct and indirect stigma, which can compromise their sense of social safety. As a result, they may become hypervigilant to social safety cues and perceive others as unsafe until proven otherwise. This heightened vigilance can affect their emotional and cognitive functioning, shaping their behaviour in social interactions and making social safety a central concern in their lives. Therefore, the aim of this study is to better understand LGBTQ+ individuals' perceptions of social (in)security in Lithuania and to explore the emotional, cognitive, and behavioural reactions associated with it.

Methods: A qualitative study was conducted using a maximum variation sampling technique to capture a wide range of experiences. To date, seven semi-structured interviews have been conducted with LGBTQ+ adults (aged 21-30) living in Lithuania, with data collection still ongoing to achieve saturation. Reflexive thematic analysis (Braun & Clarke, 2022) was employed to analyse and interpret the data.

Preliminary Results: Complete findings will be presented at the conference; however, preliminary analyses suggest the emergence of the following themes: a constant sense of threat (sub-themes: the need to remain invisible, a persistent state of hypervigilance) and the experience of social safety as the absence of hypervigilance (sub-themes: a feeling of recognition, the creation of a safe bubble, and a desire to be seen as „one of you“). These themes may evolve as data collection and analysis continue.

Conclusions: The findings of this study support the notion that social safety is a central theme in the lives of LGBTQ+ individuals, shaping their interactions and behavioural choices. Additionally, the results highlight the intensity of cognitive and physiological responses to potential social threats.

CAN SPECIALIZED PHYSICAL EXERCISE INTERVENTIONS IMPROVE PRESCHOOLERS' EXECUTIVE FUNCTIONS AND BEHAVIOR REGULATION? RESULTS FROM A LITHUANIAN KINDERGARTEN STUDY

**Ramune Dirvanskiene, Roma Jusiene, Rima Breidokiene,
Albertas Skurvydas, Daiva Majauskiene**

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania
ramune.dirvanskiene@fsf.vu.lt

Children who move less and have more screen time are more likely to experience problems with health, behavior, and response inhibition. It challenges the educational process, family relationships, and the children's emotional well-being. But can this be reversed with specialized interventions of physical activity?

This study aimed to investigate the effects of physical exercise programs on the executive functions of 4-6-year-olds. We administered cognitive tests to evaluate the children's working memory, switching, and inhibition skills, and the parents filled out the Strengths and Difficulties Questionnaire (SDQ), before and after the intervention. During the 10-week program, preschoolers were assigned into three groups: (1) experimental (E), who performed specialized exercises daily, incorporating aerobic activity and cognitive elements; (2) active control (AC), who performed simple aerobic exercises daily; and (3) passive control (PC), who did not do additional exercises.

101 preschoolers participated in our study (E N=35, AC N=32, PC N=34). The E and AC groups showed larger improvements on tests that measure inhibition, shifting attention, and cognitive control. The effect sizes for changes in the Head-legs test performance were medium ($d=0.503$ (E), $d=0.520$ (AC), and $d=0.313$ (PC)), and for the changes in the level reached on the Figure School test the effect sizes were medium to high ($d=0.509$ (E), $d=0.868$ (AC), and $d=0.271$ (PC)). Moderate decreases in scores on the SDQ's Social and Behavioral subscales were observed in the AC group ($d=0.355$ and $d=0.332$), however, non-significant.

Our sample was limited to urban children who regularly engage in extracurricular activities, thus such interventions could yield larger effects in preschoolers from lower socioeconomic backgrounds.

We conclude that daily physical activity improves some aspects of preschooler's executive functions, but no differences were observed between specialized exercises and general aerobic activity. The results of this study can be used to formulate recommendations for educational institutions.

HOME LITERACY ENVIRONMENT AND DIGITAL TECHNOLOGY USE AS MEDIATORS BETWEEN PARENTAL ATTITUDES TOWARDS THE IMPORTANCE OF READING OR USING DIGITAL TECHNOLOGY AND VOCABULARY COMPREHENSION

Marina Kotrla Topić¹, Katarina Perić Pavišić¹, Ana-Marija Čango¹, Maja Kućar¹, Sinead McNally², Tihana Brkljačić¹

¹Ivo Pilar Institute of Social Sciences, Croatia; ²Dublin City University

marina.kotrla.topic@pilar.hr

In middle childhood, children's experiences with books and screens are shaped by their parents' attitudes, both because parents serve as role models and because parents create the environment in which their children are growing up. This study explores the relationship between parental attitudes about the importance of reading and using digital technology and language comprehension. The study also explores the mediating role of the home literacy environment, measured as formal and informal literacy activities that children engage in with their parents and children's use of digital devices in the above-mentioned relationship.

The study was conducted during the first wave of the DigiLitA project. It involved 221 parents of first-grade elementary school students, who assessed their attitudes toward the importance of reading and the use of digital technology. Additionally, parents provided insights into both formal and informal literacy activities they engage in with their children, as well as their children's use of digital devices. Children's language comprehension was measured with the Peabody picture vocabulary test (Dunn et al., 2009). A bootstrapped mediation model was tested to examine the relationship between parents' attitudes and children's language comprehension, with children's use of digital technology and their engagement in formal and informal literacy activities as mediators.

The analysis revealed an indirect effect between parents' attitudes toward the importance of reading and children's language comprehension, mediated by exposure to informal literacy activities. Specifically, parents with more positive attitudes toward reading engaged their children in more informal literacy activities, which, in turn, contributed to higher language comprehension in children. Exposure to formal literacy activities and the use of digital technology did not mediate the relationship between parents' attitudes toward reading or digital technology use and children's language comprehension. Surprisingly, greater exposure to formal literacy activities was associated with lower language comprehension in children.

DISTRACTED GLANCES: THE EFFECTS OF SMARTPHONE-USE STRATEGIES ON MOTHER-INFANT INTERACTION DYNAMICS

Eszter P. Remete¹, Petra Schröter¹, Gabor Aranyi^{1,2}

¹Institute of Education and Psychology at Szombathely, Eötvös Loránd University, Budapest, Hungary; ²Faculty of Psychotherapy Science, Sigmund Freud Private University, Vienna, Austria
petraschroter@gmail.com

The integration of smart technologies into our daily lives has become pervasive. While these devices offer numerous benefits, the frequent interruption of social interactions by technology use (technoference) has been demonstrated to have adverse developmental effects on children. Given the pivotal role of environmental factors in early development, it is especially important to study technoference in mother-infant interactions. We present results from two consecutive studies investigating the effects of maternal smartphone use on interaction dynamics in different scenarios.

In our first study, we observed the behaviour of 12 mother-infant pairs during free-play to explore the patterns and effects of maternal smartphone use. Microanalysis of video recordings revealed a decline in interactivity and maternal responsiveness to infant attention-seeking behaviours. However, mothers showed different strategies for maintaining interaction by sharing attention in different modalities, and by dividing the time spent on the phone into intervals. Based on the latter, two predominant strategies were distinguished: prolonged immersion followed by a complete refocus of attention on the infant, and alternating attention between the smartphone and the infant.

In our second study, we investigated the effects of these two strategies on interaction dynamics in a modified still face situation, utilizing a repeated measures design in a face-to-face interaction setting. We examined the behaviour and affectivity of 14 mother-infant pairs. Infants aged 6-7 months exhibited signs of distress in both situations. However, microanalysis at 0.5 second intervals suggested that shorter, repeated periods of maternal smartphone use were more distressing for infants than a single but long interruption. These findings imply that the continuous reorganization of interaction poses a greater challenge to parent-infant pairs, which they find more difficult to cope with. Furthermore, the successful recovery of interaction following smartphone use was positively associated with the degree of mother-infant synchrony established during uninterrupted interactions.

YOUNG PEOPLE'S AWARENESS OF, AND ATTEMPTS TO MANAGE, THE NEGATIVE IMPACT OF DIGITAL ACTIVITY ON THEIR MENTAL HEALTH: THE MANAGING MY LIFE ONLINE QUESTIONNAIRE

Peiyao Tang¹, Katarzyna Kostyrka-Allchorne², Aja Murray³, Mariya Stoilova⁴, Sonia Livingstone⁴, Edmund Sonuga-Barke¹

¹Department of Child and Adolescent Psychiatry, Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom; ²Department of Psychology, School of Biological and Behavioural Sciences, Queen Mary University of London, London, United Kingdom; ³School of Psychology, University of Edinburgh, Edinburgh, United Kingdom; ⁴Department of Media and Communications, London School of Economics and Political Science, London, United Kingdom
peiyao.1.tang@kcl.ac.uk

Background: Recent research has shown that youth depression and anxiety were predicted more accurately by *specific* risky digital activities and the reactions these induce, rather than 'screen time' *per se*. This suggests that the negative mental health impacts of online experiences and exposures may be best mitigated if young people shift the balance of their digital activity to more positive experiences. We report the development and validation of the *Managing My Life Online* (MYLO) questionnaire, which measures young people's perceived impact of online experiences on their daily functioning and mental health *and* their digital risk management actions.

Methods: 383 young people (16-25 years; 75% female) completed the MYLO, a measure of youth online experiences, and additional measures of risky digital activity, depression, anxiety, and wellbeing. Data were analysed using exploratory factor analysis (EFA), correlation analysis, and multiple regression.

Results: Participants reported negative impacts of online experiences on daily functioning, notably, less sleep. They reported that being online affected their mental health both negatively and positively, with positive impacts perceived as more common. Factor analysis supported a three-factor solution for risk management actions: *Enhancing Positive Engagement*; *Coping Actions*; and *Reducing Engagement*. All three factors were significantly positively correlated with perceived negative digital impact and worry about this impact. Anxiety and depression symptoms were associated with higher perceived negative impact and more worry about online experiences. When exposed to risky digital activity, more anxious individuals were more likely to adopt *Coping Actions* and *Reducing Engagement*, compared to their less anxious counterparts.

Discussion: Young people actively manage their digital activity as a function of their worries about its negative impact. Attempting to manage digital risk is more common among those who worry the most. Longitudinal studies are required to tease apart the causal relationships between digital risk, its management, and mental health.

THE ASSOCIATION BETWEEN ADOLESCENT GIRLS' ORAL CONTRACEPTIVE USE AND DEPRESSIVE SYMPTOM DEVELOPMENT INTO YOUNG ADULTHOOD: THE IMPORTANCE OF ADVERSE CHILDHOOD EXPERIENCES

Lotte Gerritsen, Stefanie A. Nelemans

Utrecht University, the Netherlands

s.a.nelemans@uu.nl

Adolescence is a vulnerable period for the development of internalizing symptoms, with symptoms increasing to near-adult prevalence and pronounced sex differences emerging in this developmental period. Oral contraceptive (OC) use has been proposed as potential risk factor for the development of depressive symptoms among girls, but there appears to be large heterogeneity in the association between female OC use and depressive symptoms and empirical findings have been mixed. Therefore, this study aimed to gain a better understanding of the longitudinal association between adolescent girls' OC use and the development of depressive symptoms across adolescence into young adulthood by focusing on the potential moderating role of adverse childhood experiences, or childhood trauma (i.e., experiences of abuse and/or neglect), in this association. Participants were 327 Dutch adolescents ($M_{\text{age T1}} = 13.01$ years old, 43% female), who completed six annual and four biennial self-report questionnaires on depressive symptoms and OC use (only girls) from early adolescence into young adulthood. In addition, participants reported on the Childhood Trauma Questionnaire (CTQ) concerning experienced childhood trauma. As expected, preliminary results showed a strong main effect of childhood trauma on depressive symptoms, with higher levels of childhood trauma being associated with higher mean-levels of depressive symptoms across time (slightly stronger effect size for girls compared to boys). Importantly, childhood trauma significantly interacted with OC use to predict the development of depressive symptoms from adolescence into young adulthood: Girls reporting OC use and low childhood trauma showed similarly low levels of depressive symptoms across time as boys, whereas girls reporting OC use and high childhood trauma showed the highest levels of depressive symptoms across time. These results suggest that only for a specific subgroup of adolescent OC users there may be heightened risk for depressive symptoms across development. Findings are discussed from a neurobiological developmental perspective.

YOUNG CHILDREN'S PERCEPTION OF PEERS' SOCIAL AND SOLITARY PREFERENCES IN ITALY

Matilde Brunetti¹, Stefania Sette¹, Emiddia Longobardi¹, Fiorenzo Laghi¹, Robert J. Coplan²

¹Sapienza University of Rome, Rome, Italy; ²Carleton University, Ottawa, Canada

matilde.brunetti@uniroma1.it

Loneliness refers to a dissatisfaction with one's network of social relationships and the feeling of spending too much time alone (Perlman & Peplau, 1981). In contrast, results from recent studies among older children, adolescents, and emerging adults (e.g., Coplan et al., 2021; Yang et al., 2023) have also explored the negative impact of aloneliness, which refers to the perception the one is not spending enough time alone and dissatisfaction with one's experiences of solitude (Coplan et al., 2019). To date, no study has investigated the construct of aloneliness among younger children. The aim of the present study was to explore young children's perceptions and beliefs toward a range of solitary and social preferences (i.e., aloneliness, loneliness, unsociability, sociability). Participants were $N = 117$ children ($n = 59$ girls, 50.4%), aged 36–77 months ($M = 54.88$, $SD = 10.78$) attending preschools in Italy. Children were individually interviewed and presented with vignettes depicting hypothetical peers displaying behaviors reflecting different social/solitary preferences (i.e., alone, lonely, unsociable, sociable; Coplan et al., 2007; Zava et al., 2019). Among the results from repeated measure ANOVAs, children rated the hypothetical alone peer as having the lowest social motivations and the lonely and sociable peers as having the lowest solitary motivations. Children also reported lower affiliative preference (i.e., wanting to play/be friends with hypothetical peer) toward alone and unsociable peers as compared to their lonely and sociable counterparts. Finally, lonely peers received higher sympathy compared to the unsociable ones. Some age and gender differences were also found. These findings suggest that young children in Italy have rather sophisticated understanding of different aspects of their peers' solitary and social preferences.

LONGITUDINAL ASSOCIATIONS BETWEEN EMOTION REGULATION STRATEGIES AND LIFE SATISFACTION IN EARLY ADOLESCENCE

**Marija Džida¹, Andreja Brajša-Žganec¹, Gordana Keresteš²,
Marina Kotrla Topić¹, Maja Kučar¹**

¹Ivo Pilar Institute of Social Sciences, Zagreb, Croatia; ²Faculty of Humanities and Social Sciences, University of Zagreb, Zagreb, Croatia

marija.dzida@pilar.hr

Studies show that life satisfaction declines during early adolescence, yet the factors driving these changes remain poorly understood. This period is also critical for the development of emotion regulation habits, which may play a role in shaping well-being. Adolescents who adopt adaptive emotion regulation strategies, such as cognitive reappraisal, may be protected from significant declines in life satisfaction. In contrast, maladaptive strategies like expressive suppression may be linked to greater decreases in life satisfaction. The first goal of this study is to examine the covariation between changes in life satisfaction and the use of emotion regulation strategies during early adolescence. The second goal is to investigate reciprocal links between life satisfaction and emotion regulation strategies.

This work is a part of the TEEN-WELL project, and it is based on data from a three-wave CHILD-WELL project with adolescents ($N = 1535$, 51% girls) aged 9 to 12 years ($M = 11.03$, $SD = 1.15$) at the first wave. Adolescents were followed over the two years, and they reported on their life satisfaction and emotion regulation strategies. We used a latent growth curve model to assess how life satisfaction and emotion regulation strategies changed together over time. Additionally, a random-intercept model was employed to further explore reciprocal links between these constructs.

The slope factors of life satisfaction and both emotion regulation strategies were significantly correlated: greater declines in life satisfaction were associated with greater declines in cognitive reappraisal and greater increases in expressive suppression. Additionally, there were concurrent and trait-level positive associations between life satisfaction and cognitive reappraisal. Expressive suppression and life satisfaction exhibited negative reciprocal longitudinal links—prior increases in expressive suppression predicted later decreases in life satisfaction, and vice versa. This study provides longitudinal evidence that life satisfaction and emotion regulation strategies co-develop in early adolescence.

NOT JUST A SCREEN: UNDERSTANDING STUDENTS' DIGITAL ENGAGEMENT PROFILES

**Costanza Baviera¹, Nicla Cucinella², Cristiano Inguglia², Francesco Preiti³,
Francesca Liga⁴, Sonia Ingoglia²**

¹University of Bari Aldo Moro, Italy; ²University of Palermo; ³University of Campania "Luigi Vanvitelli";

⁴University of Messina

c.baviera@phd.uniba.it

Understanding how students engage with technology in their daily lives requires considering not only its role as a tool but also its potential to distract from school activities. This study explores technology-related attitudes, perceived utility, and patterns of distraction among 803 middle-school students (mean age = 12,2 years, SD = 0,9; 46.6% male) using Latent Profile Analysis (LPA). Four profiles were identified: 1) *non-users of technology*, 2) *underconfident and unaware but easily distracted*; 3) *efficient technology users*; 4) *overstimulated technology users*. These profiles reflecting a continuum of engagement of technology, balanced against levels of distraction. Additionally, the study assessed how students perceived maternal and paternal support in completing schoolwork influences their profile membership. These findings underscore the dual nature of technology as both a valuable tool and a source of distraction from school activities, highlighting the importance of tailored strategies to promote balanced and mindful technology use. Future research about further exploration of how these profiles interact with broader psychosocial and developmental factors is also discussed.

SPECIESISM AND THE JUSTIFICATION OF FOOD CHOICES IN HUNGARIAN CHILDREN, YOUNG ADULTS, AND ADULTS

Gabor Aranyi^{1,2}, Eszter P. Remete¹, Luke McGuire³

¹Institute of Education and Psychology at Szombathely, ELTE Eötvös Loránd University, Budapest, Hungary; ²Faculty of Psychotherapy Science, Sigmund Freud Private University, Vienna, Austria;

³Department of Psychology, University of Exeter, Exeter, United Kingdom

aranyi.gabor@ppk.elte.hu

Meat production is strongly related to the deterioration of earth ecosystems, with the burden for tackling these issues disproportionately shifted to younger generations. People's enjoyment of eating meat and their simultaneous desire to not harm animals, the meat paradox (Loughnan et al., 2010), has been linked to *speciesism*, the assignment of different moral worth to animals based on their species membership (Caviola et al., 2019). Recent evidence has shown that children in the UK are less speciesist than adults and see eating meat as less morally acceptable (McGuire et al., 2023). Dietary habits are strongly influenced by cultural norms, yet little work so far has explored the cross-cultural development of speciesism. We studied the development of speciesism in Hungarian children (10-11 years, $n = 41$), young adults (18-21 years, $n = 80$), and adults (30+ years, $n = 123$). Omnivores scored significantly higher on the speciesism scale ($r = .58$) and were more likely to be adults (95%, compared to young adults 81%; $p = .013$, $V = .19$; children: 85%) and men (compared to women, $p = .027$). Women were significantly lower in speciesism than men in young adulthood ($d = 1.74$); however, gender differences in children and adults were not significant. Lower speciesism was weakly associated with mental states attributed to pigs measured with rating scales ($r = .13$, $p = .038$). Moral justifications for not eating meat were more prominent in young adults (43%) than adults (14%; $p < .001$, $V = .29$; children: 34%). Practical justifications were most prominent in children (63%), followed by young adults (54%) and adults (41%) ($p = .034$, $V = .18$). These findings indicate commonalities between the UK and Hungarian samples, yet also highlight important cultural differences likely brought out through socialization, which will be further discussed in the presentation.

MEASURING RESILIENCE IN HEALTHCARE: VALIDITY AND CROSS-CULTURAL COMPARABILITY OF THE CD-RISC-10 AND GRIT-S

Patrik Söderberg¹, Daniel Ventus¹, Sören Andersson¹, Yvonne Backholm-Nyberg¹, Sophie Bentz², David Bernstein³, Zoryna Boiarska⁴, Sylvie Broussous², Nathalie Commeiras⁵, Kapitolina Ensminger², Irene Georgescu⁵, Neringa Gerulaitiene⁶, Giorgio Giacomelli⁷, Kristin Hadfield⁸, Susanne Hägglund¹, Juan Eduardo Lopez⁵, Carmen Martinez Dopico⁵, Karin Pukk Härenstam⁹, Osvladas Ruksenas⁴, Marco Sartirana⁷, Carl Savage⁹, Mairi Savage⁹, Mel Swords⁸, Elisabetta Trincherio⁷, Frederique Vallieres⁸

¹Åbo Akademi University; ²University Hospital of Montpellier; ³Massachusetts General Hospital;

⁴Vilnius University; ⁵University of Montpellier; ⁶Kaunas University of Technology; ⁷Bocconi University;

⁸Trinity College Dublin; ⁹Karolinska Institutet

patrik.soderberg@abo.fi

Individual-level resilience has been conceptualized in numerous ways, including as a dynamic process that encompasses positive adaption in the face of adversity (Luthar et al., 2000). Two widely used measures, the Connor-Davidson Resilience Scale (CD-RISC-10) and the Short Grit Scale (Grit-S), assess stress coping ability and perseverance toward long-term goals, respectively. This study aims to validate and compare these measures of resilience by evaluating their reliability, factor structure, and convergent validity in an international sample of health care professionals.

Data will be collected in spring 2025 in six European countries as well as USA, as part of the Apollo2028 project on healthcare wellbeing and resilience. Participants (N ≈ 1000) will complete the CD-RISC and Grit-S, along with measures of psychological well-being, and mental health outcomes. Additionally, two-week daily measures data on stressors and affect will be collected to examine emotional reactivity to stress as an external validity criterion. Internal consistency will be assessed using Cronbach's α , while confirmatory factor analysis (CFA) will test the scales' factor structures. Convergent and discriminant validity will be examined through correlations with related psychological constructs, including daily measures-derived emotional reactivity indicators.

Given the diverse sample—including participants within the health care sector from multiple countries, professions, and demographic groups—measurement invariance testing

will determine whether the scales function equivalently across these subgroups. Configural, metric, and scalar invariance tests will assess cross-group comparability.

The findings will contribute to the validation of the CD-RISC and Grit-S, offering insights into their psychometric properties, relationships with real-time emotional responses to stress, and applicability in healthcare settings, as well as to the discussion on conceptualization and operationalization of resilience.

PREDICTING LIFE SATISFACTION ACROSS THE LIFE SPAN: THE ROLE OF TIME ORIENTATION AND FORMULATION OF DEVELOPMENTAL TASKS

Ana Frichand, Biljana Blazhevska-Stoilkovska

“Ss. Cyril and Methodius” University in Skopje, Republic of North Macedonia

anaf@fzf.ukim.edu.mk

According to modern developmental systems theories, the development of the individual is considered holistically, as a complex and dynamic process that takes place at multiple levels, in multiple contexts and directions, and throughout the entire life span. It encompasses reciprocal interaction, bi-directionality, relative plasticity and organization of behavior. The individual is understood as a self-organizing system, which actively selects and formulates goals, directing its own development. Some studies (e.g. Litvinović, 2001) show that formulation of developmental tasks and so called “productive time orientation”, i.e. positive evaluation of past and future, while thinking less about past, are positively related to life satisfaction. Accordingly, this study aimed to explore the role of time orientation and formulation of developmental task, in predicting life satisfaction in different age groups. Sample consisted of 340 participants (female=234, $M_{age}=43.39\pm21.94$) with various socio-demographic background.

Hierarchical multiple linear regression analysis revealed that past orientation and future orientation accounted for significant 22% ($F(2, 335)=47.39, p < .01$) and 24% ($F(2, 333)=74.39, p < .01$), respectively, in the variance of the criterion variable. Additional small, but significant part of the variance in life satisfaction, i.e. 4.4% ($F(1, 332)=29.92, p < .01$) was explained by formulation of developmental tasks. Further, results showed that, after controlling for participants’ sex and age, thinking about past and thinking about future predicted lower life satisfaction ($\beta = -.15, p < .01$, and $\beta = -.12, p < .01$, respectively), positive evaluation of past and future contributed to higher life satisfaction ($\beta = .19, p < .01$, and $\beta = .41, p < .01$, respectively), and highly expressed life satisfaction was predicted by stronger orientation to formulation of developmental tasks ($\beta = .29, p < .01$). These findings are further discussed in terms of their relevance for optimal development in emerging adulthood and beyond.

MOTHERS AND FATHERS: DO THEY DIFFER IN THE ADVICE THEY GIVE THEIR CHILDREN ABOUT BULLYING?

Anastasiia Petrova, Christina Salmivalli, Claire Garandeau, Marie Larose

University of Turku, Finland

anpetr@utu.fi

Parents play a significant role in children's bullying involvement. As a way of engaging in bullying prevention, parents can choose certain strategies and give their children advice on how to address a situation as a bullying perpetrator or a victim. However, consistent knowledge about parents' preferred strategies when talking about bullying involvement is lacking. Moreover, little is known whether mothers and fathers differ in the kind of advice about bullying involvement they give to their children. This study aims to fill these gaps by examining what kind of advice parents give to their children regarding their involvement in bullying and whether mothers and fathers choose different approaches. We used data from the CHALLENGE project (N=3,798), which targeted parents of children attending Finnish primary schools. Parents were asked how likely they were to choose 19 specific strategies if their child was involved in bullying as a victim or a perpetrator. In the case of victimisation, parents prefer to advise their child to tell their teacher (M=4.80, SD=0.55) or promise their child they would think together about a solution (M=4.81, SD=0.50). Regarding bullying, parents prefer to say that their child needs to stop bullying immediately (M=4.92, SD=0.39) or try to explain that bullying can hurt (M=4.89, SD=0.43). Linear regression models showed that mothers scored higher in the majority of items. In contrast, fathers are more likely to choose not to say much, because bullying for both victims and bullies is a part of growing up, and advise their children to ignore bullies or to get back at them. Findings can help develop effective strategies that take into account differences between mothers and fathers.

SMARTPHONE USE IN YOUNG CHILDREN: ASSOCIATIONS WITH SOCIAL COMPETENCE AND BULLYING

Marina Camodeca¹, Valentina Levantini¹, Carmen Gelati²

¹University of Udine, Italy; ²University of Milano-Bicocca, Milan, Italy

marina.camodeca@uniud.it

Children are usually involved in screen activities for learning, playing, entertaining, or being in contact. The use of digital devices may bring benefits and risks. Among the latter, some studies (Mustafaoğlu et al., 2018) found that children who spend much time with smartphones may be deprived of relevant opportunities to develop social skills. They may risk remaining entangled in games or content perceived as more appealing than those in the real world, becoming too lazy to face real interactions and getting used to reaching their goals easily. Therefore, they may experience difficulties in appropriately relating to peers, eventually acting withdrawn or disturbing behaviors, such as bullying.

This work aims to investigate whether time spent on smartphones is directly and indirectly associated with bullying, with the mediation of social competence.

Participants included 317 children (50.5% females) aged 43-107 months ($M = 74.88$, $SD = 14.45$). Parents reported the daily frequency of their children's smartphone use, whereas teachers filled in the Social Competence and Behavior Evaluation scale (LaFreniere & Dumas, 1996). Bullying was assessed using teacher reports, peer nominations, and self-reports (Camodeca et al., 2015).

Results indicated that the use of smartphones was negatively associated with social competence ($b = -.12$; $p < .05$), which was negatively related to bullying (peer nominations: $b = -0.02$, $p < .001$; Indirect effect: $b = .003[.000, .006]$; self-reports: $b = -0.13$, $p < .01$; Indirect effect: $b = .015[.001, .036]$; teacher reports: $b = -0.29$, $p < .001$; Indirect effect: $b = .037[.005, .075]$). Direct effects were not significant.

Findings suggest that an excessive smartphone use might facilitate the association between poor social competence and bullying. Results appear particularly relevant given that they hold independently from the informant assessing bullying. A more conscious approach to smartphone usage is encouraged to improve children's social functioning.

THE ROLE OF MALADAPTIVE PERFECTIONISM IN PERCEIVED ACADEMIC FAILURE OF ADOLESCENTS: A MODERATED MEDIATION MODEL OF GENDER AND ACADEMIC PROCRASTINATION

**Ahsen Zulal Ozturk Unal¹, Azize Azade Goc¹, Merve Koyuncu¹,
Figen Eroglu Ada²**

¹Istanbul Medipol University, Turkiye; ²Mimar Sinan Fine Arts University, Turkiye
ozturkahsenzulal@gmail.com

Academic performance significantly impacts an individual's sense of self, shaping their self-esteem and identity. The way individuals interpret their academic success or failure is influenced by various factors, including perfectionism and procrastination. Although there are studies examining the effects of perfectionism on academic achievement in adolescents, there is a limited number of studies that specifically address maladaptive perfectionism. In addition, the mechanisms explaining how perfectionism affects academic achievement have been partially analyzed. The aim of the present study is to investigate the mediating role of academic procrastination on the relationship between maladaptive perfectionism and perceived academic failure, taking into account gender as a moderator.

The participants will include 600 high school students that will be recruited based on convenience sampling. Adolescents will be requested to complete the Almost Perfect Scale-Revised, the Academic Procrastination Scale, the Perceived Academic Failure Scale, and a demographic information form. The hypotheses will be tested with PROCESS Macro Model 7. Through this model, we will explore how increased maladaptive perfectionism affects academic procrastination and perceived academic failure and how these relationships differ by gender.

In a preliminary analysis with 98 high school students, results indicated that as the discrepancy between performance and one's standards reported by adolescents within the scope of maladaptive perfectionism increased, their perceived academic failure also increased. Thus, the direct role of maladaptive perfectionism was supported. Moreover, academic procrastination mediated the relationship between maladaptive perfectionism and perceived academic failure only in girls.

These findings may provide insights for developing interventions to enhance academic success and reduce procrastination by addressing the mismatch between students' performance and their standards, with a particular emphasis on gender-sensitive strategies.

IMPACT OF PARENT-CHILD CONFLICT ON ADOLESCENTS' ALCOHOL USE AND OFFLINE AND ONLINE AGGRESSION: A 4-WAVE LONGITUDINAL STUDY

Shanu Shukla¹, Rubén Oliveira-Araujo^{1,2}, Hana Machackova¹

¹Interdisciplinary Research Team on Internet and Society, Faculty of Social Studies, Masaryk University, Brno, Czech Republic, 60200; ²Audiovisual Communication and Advertising Department, Faculty of Communication and Social Sciences, University of the Basque Country, Leioa, Spain, 48940
shanu.shukla1@gmail.com

Parent-child conflict (PCC) significantly influences adolescent development and is linked to risky behaviors, including alcohol use and aggression, both offline and online. This study investigates the bidirectional relationships among PCC, alcohol use, and aggression, focusing on whether alcohol use mediates these relationships in Czech adolescents.

Data were collected from a national quota-based sample of 3,087 Czech adolescents (at first wave; ages 11-16, Mage = 13.47, SD = 1.74 years; 49.9% female) over four waves within 18 months (2021-2022). The study assessed PCC, alcohol use, offline aggression, and online aggression across six-month intervals using a random intercept cross-lagged panel model (RI-CLPM).

Results indicate that, at the between-person level, PCC correlates positively with alcohol use, offline aggression, and online aggression. At the within-person level, PCC showed significant autoregressive effects, indicating that previous levels of conflict predicted later conflict levels. Alcohol use did not show significant cross-lagged effects with aggression or PCC. Online aggression was significantly and positively associated with PCC from time 1 (T1) to time 2 (T2) wave, indicating that adolescents who engaged in more online aggression at T1 reported higher levels of PCC at T2. Interestingly, offline aggression demonstrated a significant negative relationship with PCC over the same period, suggesting that aggressive behavior in offline settings does not always escalate PCC. In contrast, between time 3 (T3) and time 4 (T4), a significant positive cross-lagged effect between PCC and offline aggression was observed, indicating that higher PCC levels at T3 predicted increased offline aggression at T4, highlighting a potential escalating cycle in offline aggression. No mediating role for alcohol use was observed. Furthermore, a significant positive between-person correlation, as well as a bidirectional within-person relationship between offline and online aggression was found. This suggests that an increase in one form of aggression contributes to an increase in the other.

FROM RESILIENCE TO WELL-BEING: EXPLORING THE ROLE OF EMOTIONAL REACTIVITY

Patrik Söderberg¹, Daniel Ventus¹, Sören Andersson¹, Yvonne Backholm-Nyberg¹, Sophie Bentz², David Bernstein³, Zoryna Boiarska⁴, Sylvie Broussous², Nathalie Commeiras⁵, Kapitolina Ensminger², Irene Georgescu⁵, Neringa Gerulaitiene⁶, Giorgio Giacomelli⁷, Kristin Hadfield⁸, Susanne Hägglund¹, Juan Eduardo Lopez⁵, Carmen Martinez Dopico⁵, Karin Pukk Härenstam⁹, Osvladas Ruksenas⁴, Marco Sartirana⁷, Carl Savage⁹, Mairi Savage⁹, Mel Swords⁸, Elisabetta Trincherio⁷, Frederique Vallieres⁸

¹Åbo Akademi University, Finland; ²University Hospital of Montpellier; ³Massachusetts General Hospital; ⁴Vilnius University; ⁵University of Montpellier; ⁶Kaunas University of Technology; ⁷Bocconi University; ⁸Trinity College Dublin; ⁹Karolinska Institutet

patrik.soderberg@abo.fi

Background. Research on resilience has largely focused on long-term developmental trajectories, exploring how individuals adapt to severe adversity, often through self-report resilience questionnaires. Theoretically, scores on these measures should align with real-life intraindividual processes, such as emotional reactivity to daily stressors, where resilience can be conceptualized as emotional stability in response to everyday challenges, whereas lower resilience is associated with heightened emotional reactivity. This study examines whether emotional reactivity to workplace stressors mediates the relationship between self-reported resilience and health outcomes.

Methods. Data is being collected from healthcare professionals in Finland, France, Ireland, Italy, Lithuania, Sweden, and the United States. On the first day, participants complete a baseline questionnaire, including the Connor-Davidson Resilience Scale-10 (CD-RISC-10). From Days 2 to 15, they report daily experiences of workplace stressors (e.g., conflict, excessive workload, verbal harassment) as well as their positive and negative affect. On Day 45, they complete a follow-up survey assessing health and well-being.

Results. Dynamic structural equation modeling will be used to quantify emotional reactivity by regressing daily emotional states on daily stressful events at the within-person level. At the between-person level, health and well-being outcomes will be regressed on baseline resilience scores, with emotional reactivity included as a mediator. Various operationalizations of emotional reactivity and different health and well-being measures will be explored.

Conclusions. Findings will reveal the extent to which emotional reactivity mediates the link between trait resilience and health outcomes. Additionally, we will assess whether emotional reactivity provides unique explanatory power beyond the CD-RISC-10. These insights may guide future resilience research by evaluating the trade-off between the potential benefits of measuring emotional reactivity and the added participant burden of daily assessments.

HOW MIDDLE-AGED WOMEN EXPERIENCE THEIR AGING: A QUALITATIVE STUDY

Goda Gegieckaitė¹, Gražina Rapolienė¹, Milda Kukulskienė²

¹The Lithuanian Centre for Social Sciences, Lithuania; ²Lithuanian University of Health Sciences, Faculty of Public Health, Department of Health Psychology, Lithuania

goda.gegieckaite@gmail.com

Middle-aged women might start noticing signs of aging and becoming older as they continue through this life stage. While physical signs of aging are often emphasized in the literature and society, it is important to understand the wider picture of the aging experience in middle age. This study aimed to explore how middle-aged women experience aging, in particular, what experiences or signs they talk about as signaling them that they are aging. The participants were 26 women aged 30 – 57 in Lithuania. Semi-structured qualitative interviews were conducted and analyzed using theme analysis. Thematic analysis resulted in five main themes. In the theme Discrepancy between outside and inside participants discussed feeling young inside and being forced to confront signs from others or other external sources about them aging or being older than they feel. Participants talked about experiencing that they are aging through physical and physiological changes as well as feeling older through internal changes in themes Physiological changes and Internal changes. The theme Fleeting time illustrates participants mentioning that one aspect of aging is feeling that time is ticking away, being confronted and uneasy by the realization of how much time of their life already passed. The theme of Cycle of generations represented participants reflecting on the experience of stepping into the role or life stage previously taken by their parents or other older generation family members, understanding their perspective or even repeating the same patterns that previously they were critical of. Study results give insight into important areas of middle-aged women's aging experience which might be a source of strength or stress and should be considered when researching or counselling middle-aged women. This study was financed by the Research Council of Lithuania (LMTLT), agreement No. S-PD-24-58.

PERCEIVED CHILDHOOD EMOTIONAL ABUSE AND TENDENCY TO RISKY BEHAVIORS IN ADOLESCENTS: THE PARTIAL MEDIATING ROLE OF SELF-ESTEEM

Figen Eroglu Ada¹, Merve Omeroglu²

¹Mimar Sinan Fine Arts University, Turkiye; ²Beykoz University, Turkiye

figen.eroglu.ada@msgsu.edu.tr

Research on childhood emotional abuse has revealed that this negative experience has detrimental consequences on the cognitive, social and emotional development of individuals. There are studies showing that childhood emotional abuse raises the tendency towards risky behaviors, especially during adolescence. Considering that the tendency towards risky behaviors increases the likelihood of committing crimes and/or may result in death, it is very important to study the factors explaining it. Accordingly, the current study aimed to investigate the relationship between childhood emotional abuse and risky behaviors in adolescents and the mediating mechanism of self-esteem in this relationship. More specifically, it is thought that individuals who experience childhood emotional abuse will report low self-esteem, which will increase the tendency towards risky behaviors. A total of 369 high school students participated in the study by convenience sampling method. The level of adolescents' tendency to risky behaviors, perceived childhood emotional abuse for both parents, self-esteem and sociodemographic characteristics were measured respectively by having high school students fill out the Risk Behaviours Scale, the Perception Psychological Maltreatment Inventory for Adolescents II, the Rosenberg Self-Esteem Scale and the Demographic Information Form. The hypotheses were tested with PROCESS Macro Model 4. The results revealed a significant positive relationship between perceived childhood emotional abuse and risky behaviors, even after controlling for the gender, maternal and paternal education level. In addition, self-esteem has a partial mediating role. Thus, it was supported that emotional abuse has both a direct role and an indirect role through self-esteem in increasing the tendency towards risky behaviors. The present study is thought to be crucial in drawing attention to intervention programs that aim to reduce the negative effects caused by perceived childhood abuse and neglect, one of the early negative experiences, by enhancing self-esteem.

DO RISK FACTORS FOR ANXIETY PROBLEMS CHANGE FROM MIDDLE CHILDHOOD TO EARLY-TO-LATE ADOLESCENCE?

İlayda Çalışkan Demirbaş¹, Başak Şahin-Acar¹, Aysun Doğan², Deniz Tahiroğlu³, Sibel Kazak Berument¹

¹METU, Türkiye; ²Ege University, Türkiye; ³Boğaziçi University, Türkiye

ilayda.caliskan@metu.edu.tr

The present study aimed to longitudinally examine the potential risk factors that may lead to anxiety problems in children at different developmental levels (i.e. middle-childhood, early adolescence, middle-late adolescence) and how those risk factors may change based on gender. For this aim, this study builds on Bronfenbrenner's Ecological Systems Theory (1979), by considering both macrosystem (e.g., economic conditions, parental beliefs) and microsystem (e.g., parenting behaviors, temperament) factors in predicting anxiety. As part of nationwide project conducted in Türkiye, 3094 elementary, middle- and high-school children and their mothers were participated in the study at two time-points. Risk factors were assessed at Time-1 while anxiety was assessed at Time-2, after 1 year. Three hierarchical regression models were tested for school levels separately, and significant interactions were further analyzed with Process Macro (Hayes, 2018).

Results showed that, as contextual factors during middle-childhood, for both boys and girls, neighborhood stress and maternal depression, but only for girls, low maternal education and low SES were risk factors for anxiety.

During early adolescence, maternal anxiety and low maternal education were risk factors. Additionally, only for girls, marital conflict, mothers' higher hierarchical relatedness and lower individual autonomy goals while for boys, low mothers' hierarchical relatedness goals were also found as risk factors.

From middle-to-late adolescence, marital conflict for girls and maternal depression for boys appeared to be risk factors for anxiety problems.

Lastly, as child specific factors, at all developmental levels, being a girl, and temperamental characteristics of negative affect, overreaction to stimuli were identified as risk for anxiety, while lower depth of processing was a risk only for early adolescents.

In summary, the results implied that anxiety may be shaped through different processes during different developmental levels and these processes may also differ based on gender. Results will be discussed considering previous findings and potential implications.

DYNAMIC ASSOCIATIONS BETWEEN HIGH CHILDHOOD ADVERSITY AND POOR PHYSICAL AND MENTAL HEALTH THROUGHOUT CHILDHOOD IN 12,446 CHILDREN FROM THE DANLIFE COHORT

Tjeerd Rudmer de Vries, Leonie K. Elsenburg, Signe Kær Bennetsen, Adrian Zucco, Naja Hulvej Rod

Copenhagen Health Complexity Center, Department of Public Health, University of Copenhagen, Denmark

tjeerd.devries@sund.ku.dk

Background. Childhood adversity accumulates with poor physical and mental health in some families and children, leading to patterns of increasing levels of vulnerability across childhood. While evidence of these patterns has steadily increased over the years, we remain knowing relatively little about the underlying dynamics – i.e. the dynamic associations over time – that give rise to these patterns.

Methods. We investigated bidirectional associations between childhood adversities and hospitalizations for mental and physical health problems across four developmental periods using cross-lagged networks models in a sample of 12,446 children included in the Danish Life Course (DANLIFE) register-based cohort study. Childhood adversities include measures of material deprivation, experiences of loss or threat of loss and family dynamics. Hospitalizations for mental and physical health problems were identified through inpatient, outpatient and emergency hospital contacts.

Results. Childhood adversities and mental and physical health problems were densely intertwined across childhood. However, mental and physical health problems were suggested to arise in infancy and then become largely self-perpetuating through reinforcing feedback loops between health states and autocorrelation effects. We found no evidence that childhood adversity was associated with subsequent health problems across childhood, suggesting that adversity does not affect health directly continuously. Strikingly, poor mental and physical health problems were more strongly associated with subsequent adversity than vice versa.

Conclusions. Complex dynamic associations give rise to patterns of childhood adversity and poor health. Our findings contribute to a better understanding of the emergence of vulnerability related to childhood adversity and poor health across entire childhoods, highlighting the importance of embracing the complex nature of these emergent phenomena, both in research and intervention.

INTERGENERATIONAL TRANSMISSION OF ATTACHMENT AND IDENTITY DEVELOPMENT IN ADOLESCENCE: A DYNAMIC SYSTEMS PERSPECTIVE ON DEVELOPMENTAL TRAJECTORIES AND CONTEXTUAL INFLUENCES

Olga Veryvaki, Spyridon Tantaros

National and Kapodistrian University of Athens, Greece

veryvakipsy@gmail.com

This research aims to elaborate on the intergenerational transmission of attachment patterns and their dynamic effect on identity development during adolescence. Drawing upon the established link between parental representations of attachment and children's attachment, the factors pertaining intergenerational transmission are examined. Utilizing Dynamic Systems Theory (DST-ID), exploration, rumination, and commitment relevant to the formation of identity pathways are explored through the framework of developmental trajectories. To provide a coherent perspective on the integrative nature of attachment and identity, the study emphasizes the exploration of contextual factors including parents' relationships, their overall self-esteem and gender differences, as well as the examination of father-child relationships and peer attachment as influential parameters.

The study employed a three-wave longitudinal design, comprising a total of 150 participants, including 50 adolescents aged 12 to 15 years and their two parents. Parents filled in the Attachment Style Questionnaire (Feeney et al., 1994), the Experiences in Close Relationships Scale (Fraley et al., 2007), and the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Correspondingly, adolescents filled in the Attachment Style Questionnaire (Feeney et al., 1994), the Inventory of Parents and Peer Attachment (Gullone & Robinson, 2005), and the Dimensions of Identity Development Scale (Luyckx et al., 2008).

This paper presents the initial cross-sectional results, the analysis of which indicates a moderated mediation model. Intergenerational transmission was mediated by the quality of relationships between parents, their overall self-esteem and gender differences between parents and adolescents. Furthermore, the moderating role of peer attachment emerged with respect to parental attachment and identity development in adolescents, influencing the degree and direction of these variables.

THE RELATIONS BETWEEN INHIBITORY CONTROL AND EMPATHY-RELATED RESPONSES: A DAILY DIARY STUDY

Alessia Teresa Virzi¹, Lucia Manfredi², Fulvio Gregori², Virginia Isabel Barrero Toncel¹, Sivia Caldaroni¹, Giuseppe Corbelli¹, Anna Marras³, Concetta Pastorelli¹, Antonio Zuffanò¹

¹Sapienza University of Rome, Department of Psychology, Rome, Italy; ²Sapienza University of Rome, Department of Psychology of Developmental and Socialization Processes, Rome, Italy; ³University of Florence, Department of Education, Languages, Interculture, Literatures and Psychology (FORLILPSI), Florence, Italy

alessia.virzi@uniroma1.it

Empathy-related responding is a key aspect of social-emotional development (Yavuz et al., 2024) and involves specific responses such as empathy (sharing the emotions of another person), sympathy (feeling of concern toward another's wellbeing) and personal distress (PD; feeling overwhelmed by someone else's negative emotionality; Eisenberg et al., 2015). Inhibitory control (IC), a key component of self-regulation, supports empathetic responses by enabling individuals to manage emotional reactivity and engage in socially appropriate behaviors (Eisenberg & Spinrad, 2004; Rothbart et al., 2001).

While prior research has established the developmental trajectory of IC and its role in adaptive functioning (Best & Miller, 2010; Casey & Caudle, 2013), little is known about the daily fluctuations of IC and its relations with empathetic responses in young adults (18–35 years). To address this gap, for 21 days, once a day, 76 young adults (50% women) were asked to respond to questions about IC and PD. To investigate the dynamic relations of the variables, we used Dynamic Structural Equation Modeling (Hamaker et al., 2018).

Results showed no significant spill-over effects between daily IC and PD. However, we found that IC and PD were negatively associated at the within-person level ($r = -.163$, 95% CI $[-.284, -.038]$): peaks of IC were negatively associated with drops of PD on the same day. At the between-person level, people who reported higher levels of IC on average also reported lower levels of PD on average ($r = -.526$, 95% CI $[-.748, -.205]$). The results also remained stable for controlling age and gender. The present study's results could help psychologists develop interventions based on inhibitory control to deal with young adults' challenges, ultimately promoting emotional wellbeing and social competencies during this critical life stage. Future studies should also investigate the dynamic relations between the variables of interest in a shorter time framework.

GUILT FEELINGS AND PROSOCIAL BEHAVIOR FROM ADOLESCENCE TO YOUNG ADULTHOOD

Virginia Isabel Barrero Toncel¹, Flavia Cirimele², Maria Gerbino¹, Chiara Remondi¹, Camila Contreras¹, Concetta Pastorelli¹

¹Sapienza, University of Rome, Department of Psychology, Rome, Italy;

²University of Palermo, Department of Cultures and Societies, Palermo, Italy

virginiaisabel.barrerotoncel@uniroma1.it

Moral emotions, especially guilt, are associated with increased reparative behaviors (i.e., the desire to repair the harm that one has caused; Colasante et al., 2014). In this study, we examined the development of guilt feelings from adolescence to young adulthood. We consider guilt feelings related to reparation as defined by Caprara et al. (1992), which is “proneness to experience feelings of remorse, embarrassment, disturbance, tension and desires for justice that were linked to the need for reparation of the negative results of guilt-eliciting actions” (p. 551). Furthermore, according to the literature (Malti & Krettenauer, 2012), we analyzed the predictive role of changes in guilt feelings on prosocial behavior during young adulthood.

The sample included 390 Italian adolescents aged 15–22 ($M = 15.49$, $SD = 0.50$; 42.5% females), who participated over four waves covering six years from a larger longitudinal and multiple-cohort (i.e., cohort 1 starting age 15; cohort 2 starting age 16) study.

Results of the latent growth curve models showed that the linear model best represents the data ($\chi^2(5) = 17.33$, $p < .001$; CFI = 0.947; RMSEA = 0.074 [90% CI: 0.038, 0.113]). Specifically, starting from an average of 5.08 ($p < .001$) at 15–16 years, guilt feelings followed an increasing linear trend ($b_{\text{slope}} = .076$, $p < .001$) over the transition to young adulthood. Moreover, we found gender differences in the mean level and rate of change of guilt feelings. Finally, results showed that increases in guilt feelings predict higher levels of self-reported prosocial behavior in young adulthood.

The findings are in line with theoretical and empirical evidence on the relation between guilt feelings and prosocial behavior. As individuals become more mature, they are more aware of the consequences of their actions and more inclined to manifest other-oriented behavior, such as prosocial behavior.

ENGAGING WITH STUDENTS' SADNESS: A MULTI-METHOD APPROACH TO EXPLORING THE EMOTION SOCIALIZATION BEHAVIORS OF PRIMARY SCHOOL TEACHERS

Edoardo Saija¹, Roberto Baiocco², Susanna Pallini¹, Salvatore Ioverno¹, Jessica Pistella²

¹Roma Tre University, Italy; ²Sapienza University of Rome

edoardo.saija@uniroma3.it

Emotions play a crucial role in children's socio-emotional development, and teachers' responses to children's sadness can significantly influence their emotional well-being. This study explored the emotion socialization behaviors adopted by teachers in response to children's sadness, analyzing the impact of triggering events and the coping strategies used by children themselves. To this end, a structured interview was conducted with 50 primary school teachers (age range = 25–64 years, $M = 46.8$, $SD = 10.9$, all females), asking them to describe for each student: (1) a significant episode of sadness, (2) the coping strategies used by the child, and (3) their own response to the child's sadness. Additionally, teachers completed the Strength and Difficulties Questionnaire to measure children's externalizing and internalizing symptoms.

Responses were coded into three categories of emotion socialization behavior (emotion-focused behavior, problem-focused behavior, unsupportive behavior), two categories of events (personal events, school-related events), and two categories of coping strategies (constructive strategies, non-constructive strategies). A multinomial analysis with mixed effects revealed that personal events significantly increased the likelihood that teachers would adopt emotion-focused behavior rather than unsupportive or problem-focused behavior. However, children's coping strategies did not have a main effect on the strategies adopted by teachers, becoming significant only in interaction with the type of event. Additionally, higher levels of externalizing symptoms increased the likelihood that teachers would adopt emotion-focused behavior rather than unsupportive or problem-focused behavior.

The analysis of random effects highlighted significant interindividual variability among teachers, confirming the influence of personal style in modulating responses to children's sadness. Overall, these results underline the key role of school-related events in emotional socialization and suggest that targeted interventions could support teachers in responding more effectively to children's emotions, promoting more adaptive coping strategies.

AGING ANXIETY AND DEATH ANXIETY ASSOCIATIONS WITH SELF-PERCEPTIONS OF AGING AND LIFE SATISFACTION IN MIDDLE-AGED WOMEN

Goda Gegieckaite, Gražina Rapolienė

The Lithuanian Centre for Social Sciences, Lithuania, Lithuania

goda.gegieckaite@gmail.com

Middle-aged women start developing a relationship with their aging and their awareness of death might be changing. It is important to understand what factors are related to aging and death anxiety as it might interfere with a better aging experience. Current satisfaction with own aging and life might be related to how future aging and end-of-life are perceived. The aim of the study was to analyze the association between aging anxiety, death anxiety, perceptions of current own aging, and life satisfaction among middle-aged women. Participants of the study are middle-aged women from Lithuania, aged from 30 to 59 years old. The study is currently in the data collection stage, which is anticipated to be finished in April 2025. The planned sample of the study is a convenience sample of at least 300 women. Measures used in the study are the Anxiety about Aging Scale (Lasher & Faulkender, 1993); The Existential Death Anxiety Scale (Jong, & Halberstadt, 2016); the Attitudes Toward Own Aging subscale from the Philadelphia Geriatric Center Morale Scale (Lawton, 1975) and The Satisfaction with Life Scale (Diener et al., 1985). The correlations between aging anxiety, death anxiety and self-perceptions of aging and life satisfaction will be analyzed, and linear regressions will be performed to test whether these constructs predict the level of aging and death anxiety when controlling for other sociodemographic factors. Results will be reported in this presentation. The findings of the study will provide insights into whether factors like how much middle-aged women are satisfied with their lives and with their current aging are related to aging and death anxiety. These insights can be helpful in promoting a healthier relationship with aging and consequently better aging experience. This study was financed by the Research Council of Lithuania (LMTLT), agreement No. S-PD-24-58.

THE PARADOX OF AGING: EXPLORING THE LINK BETWEEN COGNITIVE FUNCTION AND DRIVING COMPETENCE

Austėja Kiliutė, Goda Skinkytė, Auksė Endriulaitienė, Laura Šeibokaitė, Rasa Markšaitytė, Modesta Morkevičiūtė, Tadas Vadvilavičius

Vytautas Magnus university, Kaunas, Lithuania

austeja.kiliute@vdu.lt

Objective. Aging is associated with cognitive changes that can negatively affect driving performance. Research indicates that older adults with cognitive impairments tend to demonstrate poorer driving abilities compared with those without such impairments (Aksan et al., 2015; Bennett et al., 2016). Previous studies about relationship between cognitive functions and driving competence have primarily relied on either objective or self-reported measures of driving competence. However, this study takes a novel approach by incorporating both for a more comprehensive assessment. The study aims to examine the relationship between older drivers' cognitive functioning and driving competence in Lithuania.

Methods. 260 older drivers (mean age = 68,44; SD = 6,92) participated in this study. Driving competence was assessed using 8-item errors and 8-item lapses subscales from the 24-item Lithuanian version of DBQ (Parket et al., 1995; Stelmokienė et al., 2013) for self-assessment and Lithuanian Hazard Prediction Test (LHP₁₂) for objective performance. Cognitive functions were evaluated with 7.1 Lithuanian version of MoCA test.

Results. Results revealed no significant correlation between DBQ and LHP₁₂ scores, nor between cognitive functions and older drivers' driving competence. However, group comparison showed significant difference in driving competence among drivers with different MoCA score. Surprisingly, drivers with lower MoCA scores demonstrated higher driving competence, both in self-assessment and objective tests.

Conclusion. These findings present a paradox: instead of poorer driving competence, older drivers with lower cognitive scores performed better – both in self-assessed and objective measures. One explanation is that such people overestimate their driving abilities due to impaired self-awareness. Alternatively, used objective test might not fully capture the specific aspects or driving that are most sensitive to cognitive decline. These findings highlight the complexity of assessing driving abilities in older drivers and the need for further research to better understand the underlying reasons.

PRELIMINARY FINDINGS OF THE PROJECT “SMARTPHONE USE, SLEEP, AND MOOD: A CROSS-CULTURAL STUDY ON THE ROLE OF EMOTION REGULATION” / EADP COLLABORATION GRANT PAPER

**Ana Žulec Ivanković¹, Marina Merkaš¹, Stefanos Mastrotheodoros^{2,3},
Susanne Schulz⁴, Maria Tsivgenidi²**

¹University Department of Psychology, Catholic University of Croatia, Croatia; ²Department of Psychology, University of Crete, Greece; ³Department of Youth and Family, Utrecht University, the Netherlands; ⁴Research Institute of Child Development and Education, University of Amsterdam, the Netherlands

azulec@unicath.hr

Adolescence is characterized by cognitive, physical, and socio-emotional changes, including significant shifts in sleep patterns. Although sleep problems in adolescence are relatively common, differences in frequency have been found between countries such as Croatia, Greece, and the Netherlands. Evidence suggests that excessive social media use is linked with sleep problems, including longer sleep latency and increased daytime sleepiness. Furthermore, there is a bidirectional relationship between poor sleep quality and negative mood. Funded by the EADP Collaboration Grant 2024-2025, the project “Smartphone Use, Sleep, and Mood: A cross-cultural study on the role of emotion regulation” aims to clarify how adolescent sleep, social media use, mood, and emotion regulation are dynamically linked with each other, and how these links might be different across countries. Using Experience Sampling Methodology (ESM), adolescents will report on their daily smartphone use, mood, and sleep quality over a seven-day period. This presentation will present preliminary findings from this study. The findings will contribute to the development of theoretical models and highlight the need to address the potential impact of smartphone use on adolescents’ health by providing a basis for evidence-based recommendations to improve their daily functioning and overall well-being.

OVERCOMING THE POSITION OF VICTIM OF SCHOOL BULLYING: ADOLESCENTS' NARRATIVES

Vasiliki Makrydaki, Eleni Andreou

University of Thessaly, Greece

vasiamk1@gmail.com

Even though a great deal of the literature on school bullying has focused on how students internalize the socially constructed victim-image, little is known about how some students overcome the position of victim. The aim of this study was to investigate how victimized students, perceive their bullying experiences and overcome the victim position, taking into consideration significant others' role. Eight adolescents (7 girls, 1 boy), aged 15.85 years ($SD=0.54$), took part in an in-person semi-structured interview. These students experienced one to three forms of bullying, often, for a minimum of 2 to a maximum of 10 years, by one or multiple perpetrators. Qualitative data have been subsequently analyzed through thematic analysis with a phenomenological orientation. The results showed that the specific students experienced the following bullying victimization process: Initially, they wondered whether the negative labels given to them by peers were valid and felt undesirable in the peer group. Gradually, they adopted the socially constructed negative image of themselves created by their perpetrators and their supporters. At the same time significant others did not provide sufficient support, in a way that ended up reinforcing the negative self-image. In most cases, social/family support seemed to elicit victims' assertive behavior, which gradually led to the cessation of bullying. In other cases, external factors, such as change of school class or the victim's family moving to a new home, were linked to former victims' opportunity to become worthy members of the new school class. Finally, participants mentioned several positive changes following school bullying (e.g. personal strength, new life paths/goals) coexisted with negative consequences (e.g. stress, flashbacks, interpersonal difficulties). The fact that the victim position can be modified through assertiveness and support gained in social contexts could be employed in intervention programs at school community level.

THE ROLE OF CHILD ANXIETY AND NEGATIVE EMOTIONALITY IN MARITAL CONFLICT AND PARENTING: A MULTIPLE INDICATORS MULTIPLE CAUSES (MIMIC) MODEL APPROACH

Gülbin Şengül-İnal¹, Nebi Sümer²

¹University of Oslo, Norway; ²Sabancı University, Turkey

gulbins@uio.no

Interparental conflict and negative parenting behaviors are two prominent risk factors for a developing child. Although extensive research has documented that familial influences mostly spill over from parents to children, the extent to which child characteristics shape family processes remains an open question.

The present study examines the extent to which child characteristics—trait anxiety and negative emotionality—play a role in the association between parental conflict and negative parenting. Taking advantage of having child-, mother-, and father-reported measures on study variables, this study applies a Multiple Indicators Multiple Causes (MIMIC) model to a cross-sectional dataset ($N=1931$; mean child age=10.16) to examine how child-reported anxiety and mother-reported emotionality relate to the covarying association between marital conflict and parenting. We compared three nested structural equation models for each selected child characteristic; (1) a null model (no child effect on observed indicators and latent constructs), (2) a saturated model (child effect on observed indicators, not on latent constructs), and (3) an invariant model (child effect on latent constructs, not on observed indicators).

Results supported the saturated model for children's trait anxiety; it is likely to confound their perceptions of conflict (child-reported marital conflict; $\beta=.145, p=.000$) and harsh parenting ($\beta=.172, p=.000$ for maternal; $\beta=.154, p=.000$ for paternal) than with parent-reported measures. For negative emotionality, the invariant model fitted the data better; children's higher negative emotionality significantly contributed to adverse family climate through increasing interparental conflict ($\beta=.125, p=.001$) and harsh parenting ($\beta=.138, p=.000$).

The findings suggest that trait anxiety appears to have a *selective effect* in shaping children's perceptions of the quality of the family climate, while child temperament shows a more *systemic influence* by exacerbating overall parental influences. These findings support the transactional nature of family relations, underscoring the significant role of child characteristics in contributing to family processes.

GOAL ORIENTATION AND WELL-BEING IN ADOLESCENCE: A META-ANALYSIS

Vjollce Mustafa, Nazli Baydar

Koç University, Türkiye

vmustafa@ku.edu.tr

A growing body of research indicates that focusing attention and effort on meaningful life goals is associated with significant benefits for youth development and well-being (Davids et al., 2017; Massey et al., 2008; Messersmith et al., 2010). This meta-analytic study aims to examine the strength, direction, and potential moderators of the association between goal orientation and well-being. Goal orientation refers to an active cognitive and motivational focus on future goals and possible courses of action, and we focus on two dimensions: goal process appraisals and goal content. For the present study, well-being refers to feeling good about one's life and adequate subjective, psychological, and social functioning.

To synthesize the existing literature, we conducted a systematic search on the Web of Science database, and "Connected Papers" was used to locate articles not captured by database search. Studies were included if they reported on the association between goal orientation and well-being in samples of 12-18-year-old adolescents. We excluded studies that focused on non-adolescent samples and involved participants with various physical health conditions, at-risk youth, or youth undergoing traumatic experiences. We did not include any time restrictions in our search, as, to our knowledge, this is the first meta-analysis to examine this association in studies conducted with adolescent samples. Due to the expected differences in sample characteristics and outcome measures, we will pool data using random effects models, and heterogeneity will be assessed using I^2 statistics.

We expect that higher levels of goal orientation will be linked to improved well-being among youth. Additionally, we will explore whether the strength of this relationship varies across goal orientation dimensions, goal contents, sample characteristics, and assessment approaches to goal orientation and well-being. Findings from this study will have implications for goal orientation theory and will reveal the applied implications of goal orientation for interventions and practice.

A QUALITATIVE STUDY: GRANDMOTHERS AND MOTHERS ARE (NOT) ON THE SAME PAGE FOR GRANDCHILDREN

Aysu Alkış¹, Başak Şahin-Acar¹, Tuğçe Bakır-Demir², Elaine Reese³

¹Middle East Technical University, Türkiye; ²Auckland University of Technology;

³University of Otago

aalkis@metu.edu.tr

The dynamics between grandmothers and mothers are important regarding their parenting and grandchildren's development. The previous literature reveals some cooperation and conflict situations between grandmothers and mothers, particularly in the early ages of grandchildren. Although a few studies focused on the frequency of dyads' cooperation and conflict, researchers did not thoroughly dwell on the content of this issue. The current study aimed to explore grandchild-related themes that mothers and grandmothers agree or disagree with each other, as well as the themes of resolution to their disagreements. Online semi-structured interviews were conducted with forty-one Turkish grandmothers ($Age_{mean} = 59.29$, $SD = 4.81$) who have a 48-72-month-old grandchild. Thematic analysis was used to assess grandmothers' answers to the agreement, disagreement and resolution questions in the interview. The results revealed two main themes in the grandmother-mother agreement. While 58.6% of the contents belong to the first theme, "care for the grandchild" (including diet, health, etc.), 41.4% of them belong to the second theme, "rearing practices for the grandchild" (including rules, values, etc.). In the grandmother-mother disagreement, two main themes were also defined. While 53.3% of the issues belong to the first theme, "care for the grandchild" (including diet, education, etc.), 46.7% of them belong to the second theme, "rearing practices for the grandchild" (including being mad at the grandchild, spoiling the grandchild, etc.). Finally, in their resolutions of disagreement, three main themes were defined. 59.1% of the resolutions belong to the first theme, "reconciliation", 22.7% of the resolutions belong to the second theme, "disregarding other" (either mother or grandmother), and 18.2% of the resolutions belong to the third theme, "no solution" (ignorance, avoidance, etc.). The findings contribute to the related literature by developing new measures to test grandmother-mother cooperation and conflict, and grandmother-mother-grandchild relations in Turkish culture.

ADOLESCENTS' SOCIAL NETWORKS AND ATTITUDES: A LONGITUDINAL STUDY OF FACE-TO-FACE AND ELECTRONIC CONTACT WITH SYRIAN PEERS

Sevim Yıldız Aslan¹, Ahu Öztürk²

¹Batman University, Türkiye; ²Bursa Uludag University, Türkiye

sevim.yildiz@batman.edu.tr

Numerous strategies and interventions have been designed to mitigate prejudice among adolescents and promote positive intergroup relations. Both direct and indirect forms of contact are pivotal in shaping young people's social dynamics and attitudes. Despite this, relatively few studies have taken a longitudinal approach to explore how adolescents' social networks influence their attitudes toward outgroups over time.

This study investigates the longitudinal relationship between adolescents' face-to-face and electronic contact with intergroup friends and their explicit and implicit attitudes toward Syrian immigrants. The sample consisted of high school and secondary school students (n=543) from Batman, Türkiye, a province near the Syrian border. Participants completed measures assessing face-to-face contact, electronic contact, and outgroup attitudes on paper, while the Implicit Association Test (IAT) was administered via computer. The study employed a two-time point design, with data collected at the beginning and end of the school term.

Cross-lagged panel model (CLPM) analyses revealed that adolescents' electronic contact with Syrian peers was longitudinally associated with increased explicit negative attitudes toward Syrian migrants. In contrast, face-to-face contact demonstrated an inverse longitudinal relationship with explicit attitudes toward the outgroup. Additionally, findings indicated a reciprocal longitudinal association between electronic and face-to-face contact, suggesting that these forms of interaction may mutually influence each other.

These findings highlight the significance of electronic contact in shaping adolescents' intergroup attitudes, as it was associated with more negative explicit attitudes toward Syrian migrants. In contrast, face-to-face interactions showed the potential to foster more positive perceptions. Interestingly, the results also suggest that adolescents' electronic and face-to-face contact experiences may be mutually supportive, indicating that both forms of contact can influence one another over time. This reciprocal relationship highlights the complexity of how different types of intergroup contact interact and contribute to adolescents' attitudes toward outgroups.

This conference participation was supported by TUBITAK 2224-A-Grant Program.

ATTACHMENT AND PARENTAL PSYCHOLOGICAL DISTRESS IN THE CONTEXT OF VERY PRETERM BIRTH

**Ramona Sandnes¹, Isabelle Nocus¹, Aubeline Vinay², Jean-Baptiste Muller³,
Elise Riquin⁴, Fabien Bacro¹**

¹Nantes Université, France; ²Université d'Angers; ³CHU de Rouen; ⁴CHU d'Angers

ramona.sandnes@univ-nantes.fr

Children born very prematurely have a higher risk of cognitive delays and affective and relational developmental difficulties (Allotey et al., 2018; Arpi & Ferrari, 2013). Such results have sparked significant interest in attachment-related research in order to understand and improve socio-emotional outcomes. When gestational age is extremely low, attachment relationships at two years may be less secure and more often disorganized in that insecure category (López-Maestro et al., 2017; Wolke et al., 2014). However, the mediating role of parental psychological distress in this context is still not fully understood. Moreover, current research has almost exclusively considered attachment behaviors in children younger than two years old and rarely looks beyond this age (Akkus et al., 2021; Hallin et al., 2012; López-Maestro et al., 2017). This thesis, which is at the crossroads of medicine and psychology, attempts to describe the attachment representation of children born extremely or very preterm at the age of 3 and to determine the mediating role of parenting stress.

This study includes the validated French version of the attachment story stem procedure and Q-sort Miljkovitch et al. (2003) to evaluate child attachment representations at age 3. The Parenting Stress Index (Abidin, 1995) is used to apprehend the mother's perception of stress, and parents complete the Ages and Stages Questionnaire (Squires et al., 1997) to evaluate children's communication, gross motor, fine motor, problem-solving, and personal-social skills. In total, 44 mother-child dyads (born < 28.6 weeks) participated in our study. Our results showed that children had less secure, more avoidant, and disorganized attachment representations than a reference population. In this presentation, we look at developmental outcomes and parenting stress. We discuss the limitations of evaluating attachment in this context. This research advances our understanding of parental psychological well-being and child socio-emotional development following very preterm birth.

THE RECIPROCAL RELATIONSHIP BETWEEN DAILY PRO-ENVIRONMENTAL BEHAVIORS AND ENVIRONMENTAL SELF-IDENTITY: A DAILY DIARY STUDY ON ITALIAN ADOLESCENTS

Silvia Caldaroni¹, Elisabetta Beolchini¹, Virginia Isabel Barrero Toncel¹,
Valentina Paz Quilodrán², Paula Luengo Kanacri², David Lundie³,
Ólafur Jónsson⁴, Diana Camps³, Kristian Guttusen⁴, Noemi Di Brango¹,
Fu Yuanhang¹, Camila Contreras¹, Maria Gerbino¹

¹Department of Psychology Sapienza University of Rome, Rome, Italy; ²School of Psychology, Pontificia Universidad Católica de Chile, Santiago, Chile; ³School of Social & Environmental Sustainability, University of Glasgow, Glasgow, UK; ⁴Faculty of Education and Diversity, University of Iceland, Reykjavík, Iceland

maria.gerbino@uniroma1.it

Pro-environmental behaviors (PEBs) are actions individuals take to benefit the environment (Kollmuss & Agyeman, 2002). These behaviors are especially important for adolescents, who play a key role in transitioning to sustainable societies (Pereira & Freire, 2021). Among the main determinants of PEBs is Environmental self-identity (E-SI), the extent to which individuals see themselves as environmentally conscious (van der Werff et al., 2013).

The relationship between PEB and E-SI has been mostly explored in terms of stable interindividual (between-person) differences, primarily employing cross-sectional designs and focusing on how E-SI influences PEB, while less attention has been paid to how performing PEBs might shape E-SI. Moreover, little is known about the intraindividual (within-person) processes underlying this association, which could shed light on their dynamic, reciprocal effects in daily life (Hamaker et al., 2018).

To address these gaps, we used daily diaries, an ecologically valid alternative to cross-sectional methods (McNeish & Hamaker, 2020). The study involved 78 Italian adolescents (Mage = 14.8, SD = 0.74, 29% female) from a broader cross-cultural project. Participants reported their PEB and E-SI daily for 28 days.

Using Dynamic Structural Equation Modeling (Hamaker et al., 2018), results revealed a significant positive spillover from PEB to E-SI ($B = .257$, 95% CI [.098, .406]). Adolescents who reported higher-than-usual PEBs on one day also reported higher-than-usual E-SI on subsequent days. Conversely, the reverse effect—E-SI to PEB—was non-significant ($B = .052$, 95% CI [-.031, .136]).

These findings highlight the importance of daily engagement in PEBs in strengthening adolescents' sense of self as environmentally conscious individuals in everyday life. From a social-cognitive perspective (Bandura, 2001), they could inform interventions to foster a sense of responsibility toward environmental protection in youth through direct experiences, helping individuals perceive these behaviors as aligned with their core identities.

ENGAGING IN PRO-ENVIRONMENTAL BEHAVIORS: A DAILY DIARY STUDY WITH ADOLESCENTS

**Elisabetta Beolchini¹, Caldaroni Silvia¹, Fu Yuanhang¹, Quilodran Valentina²,
Luengo Kanacri Paula², Lundie David³, Jossion Olaf⁴, Camps Diana³,
Guttesen Kristian⁴, Gerbino Maria¹**

¹Sapienza University of Rome, Italy; ²Pontificia Universidad Católica de Chile, Escuela de Psicología, Santiago, Chile; ³University of Glasgow, School of Social & Environmental Sustainability, Glasgow, UK; ⁴University of Iceland, Faculty of Education and Diversity, Reykjavík, Iceland
elisabetta.beolchini@uniroma1.it

Within the Social Cognitive Perspective (Bandura, 1986; 2001), this study explores the reciprocal relationship between Pro-environmental Behaviors (PEBs) and Pro-environmental Regulatory Self-Efficacy (PRSE) using a daily diary approach. PEBs refer to intentional and voluntary actions to protect and preserve the environment (Lange & Dewitte, 2019), while PRSE reflects individuals' perceived capability to engage in these behaviors despite challenges (Nielsen, 2017).

While self-efficacy beliefs are widely recognized as crucial for sustaining various behaviors, research on pro-environmental behaviors remains limited. This study focused on adolescence; a period marked by declining engagement with environmental issues (Krettenauer, 2022) and adopted a daily diary approach to collect real-time reflections on adolescents' daily actions. This method allows us to examine how reflecting on one's own PEBs may influence PRSE over time, and vice-versa.

The study involved 72 Italian adolescents (ages 14–16; 29% female), who were part of a larger cross-cultural project and were assessed daily for 28 consecutive days. Using Dynamic Structural Equation Modeling (DSEM), our results revealed a significant positive spillover effect from PEBs to PRSE at the within-person level ($B = .141$, 95% CI [.055, .242]), whereas no significant effect was found from PRSE to PEBs. Specifically, on days when individuals reported higher-than-usual engagement in PEBs, they also reported higher-than-usual levels of PRSE the following day, but not vice versa. At the between-person level, findings showed a significant positive correlation between the average levels of PEBs and PRSE across four weeks.

These findings confirm a positive association between individual differences in PRSE and PEBs among adolescents. Moreover, they highlight that daily reflection on one's own pro-environmental actions strengthens self-efficacy in overcoming obstacles that might hinder pro-environmental behaviors.

The potential implications for environmental-targeted interventions are discussed.

ADOLESCENTS' MOTIVATIONAL PROFILES, ATTITUDES, AND INTENTIONS REGARDING FOOD WASTE REDUCTION

Riikka Hirvonen, Johanna Hokkanen, Harri Pitkäniemi, Milja Pollari,
Anna-Liisa Elorinne

University of Eastern Finland, Finland

riikka.hirvonen@uef.fi

Food waste is a global environmental problem, a significant part of which is produced in households. As future consumers and decision makers, adolescents play a key role in tackling this problem. Adolescents' food waste awareness and attitudes towards reducing waste develop as they interact with different food environments in school and at home. To better understand how to support adolescents in sustainable consumption choices, this study aimed to identify adolescents' motivational profiles in relation to food waste reduction, and to compare the profiles with respect to food waste related control beliefs, emotions, intentions, and daily food waste practices. Self-report survey data from 123 Finnish adolescents (aged 13 to 15 years; 61% female) was collected. Using latent profile analysis, three motivational profiles for reducing food waste were identified. The *value-driven* adolescents (26.6%) were above average in identified regulation, average in introjected and intrinsic regulation, and below average in external regulation of motivation for food waste reduction. The *socially influenced* adolescents (47.9%) were average in external and intrinsic regulation, but below average in introjected and identified regulation. The *responsibility-boosted* adolescents (25.6%) were above average in each form of motivation regulation. Compared to the socially influenced adolescents, the responsibility-boosted and value-driven adolescents reported higher concern about food waste, more positive emotions and attitude, and higher perceived control over food waste reduction. They also had higher intentions to reduce food waste in future than the socially influenced adolescents. The responsibility-boosted adolescents reported attempting to reduce their food waste in the past more than the other profiles. However, interestingly, the profiles did not differ in their self-reported daily practices regarding food proportioning. The results shed light on adolescents' attitudes and commitment to food waste reduction, and lay foundations for understanding the development of sustainable consumer habits in adolescence.

THE TEMPORAL DYNAMICS OF YOUNG ADULTS' PERSONAL GOALS: AN EIGHT-YEAR LONGITUDINAL STUDY

**Filomena Parada¹, Miikka Turkkila², Rasmus Mannerström², Inka Ronkainen²,
Katariina Salmela-Aro²**

¹Lusófona University, Portugal; ²University of Helsinki, Finland

filomena.parada@ulusofona.pt

Goals are mental representations of end states young people strive to achieve (Austin & Vancouver, 1996). They are at the heart of individuals' agentic behaviour helping them to channel resources while exploring, planning, making decisions, and committing to specific future-oriented representations of themselves and their envisioned futures (Parada & Salmela-Aro, 2022). Our study aims to investigate the temporal dynamics of young people's personal goals during the third decade of life. The focus is on examining the internal dynamics of the interactions between the different general or personal goals domains over 8 years, from the early to the late twenties. Data from 754 participants from the Finnish Educational Transitions (FinEdu) Studies were collected 4 times: 2008 (age 20-21 years), 2011 (age 22-23), 2013 (age 24-25), and 2016 (age 28-29 years). First, a content analysis of participants' answers to a revised version of Little's 1983 Personal Project Analysis inventory (Salmela-Aro, 2001) was conducted using Atlas.ti8. Consensus qualitative research was used to code the data (Hill et al., 2005). The analysis identified 6 general goal domains (e.g., caring and close relationships, employment) which comprehended 15 specific goal domains (e.g., parenthood, securing employment, finances, health). Next, Python and NetworkX package was used to examine the interdependencies between the general and the specific goal domains and how these goal patterns change over time. The co-occurrence network analysis conducted to visualize the co-occurrences of the goals at each time point and across the four time points showed there were no important structural differences across the networks. Young people's personal goals reflect both the protracted nature of the transition to adulthood and the main developmental tasks they are expected to achieve during the third decade of life, with goals about caring and close relationships, education, employment, health and wellbeing being among the most named.

MAPPING THE RECOGNITION OF STATIC AND DYNAMIC SURPRISE AND FEAR EXPRESSIONS ACROSS AGES

Fanny Poncet¹, Marie Smith², Anne-Raphaëlle Richoz¹, Roberto Caldara¹

¹University Of Fribourg, Switzerland; ²Birkbeck College, University of London, England

fanny.poncet@unifr.ch

Distinguishing between fear and surprise expressions is challenging. Previous research has reported a dynamic advantage in recognizing surprise, but not fear (Rodger et al., 2015; Richoz et al., 2018). Eye movement strategies to recognize these expressions are distinct and vary across ages (Rodger, 2023). However, whether and how the diagnostic information used to recognize these expressions varies across ages and stimulus modalities remains unknown.

To address this, we used the “Bubbles” reverse correlation technique to isolate the diagnostic information for static and dynamic facial expression recognition (FER) tasks in children and young adults. Eighty 6-9-year-olds, seventy 10-13-year-olds, and sixty young adults (18-30 years old) participated. The number of bubbles was set a priori and varied according to age group to target equivalent performance levels across groups (adults need less information, fewer bubbles per trial to achieve equivalent performance to children).

As expected, each group performed better at recognizing both expressions when presented dynamically, with the exception of fear in 6-9-year-old group. Interestingly, the confusion between fear and surprise was significantly weaker in the dynamic condition in every age group. Additionally, the diagnostic information for accurately distinguishing the two expressions varied according to both modality and age group. While 6-9-year-olds primarily relied on the mouth, additional diagnostic areas such as the eyebrows were included for dynamic presentations. In contrast, for 10-13-year-olds, the diagnostic pattern for static presentations included the eye region. The patterns observed for the 10-13-year-olds resembled those of the adult group.

In conclusion, dynamic facial expressions modulated information use and improved FER performance. Our data reveal the developmental trajectories and facial features involved in recognizing fear and surprise across different modalities. The well-established confusion between fear and surprise expressions was strongly rooted to the presentation modality across ages, offering novel insights into this perceptual affective phenomenon.

UNDERSTANDING ADOLESCENT EMBODIMENT: DEVELOPMENT, VALIDATION, AND MENTAL HEALTH APPLICATIONS OF THE 12-ITEM EMBODIMENT SCALE (ES-12)

Daiva Daukantaitė, Lo Foster, Lars-Gunnar Lundh

Lund University, Sweden

daiva.daukantaitė@psy.lu.se

Adolescence is marked by significant bodily changes and heightened body awareness. While body dissatisfaction—one aspect of bodily self-experience—has been extensively studied in relation to psychological health problems, embodiment, defined as the anchoring of one's identity in bodily self-experience, has received less empirical attention despite strong theoretical foundations, largely due to the lack of appropriate measurement tools. This study aimed to develop and validate the 12-item Embodiment Scale (ES-12) and identify distinct embodiment profiles among adolescents. It also examined how these profiles relate to mental health profiles based on disordered eating (DE), non-suicidal self-injury (NSSI), depression, and anxiety.

A sample of 530 adolescents (mean age = 14 years, SD = 0.89) completed the ES-12 along with measures of body dissatisfaction, DE, NSSI, anxiety, and depression. The ES-12 demonstrated strong psychometric properties, including a distinct three-factor structure and incremental validity in predicting DE, NSSI, depression, and anxiety, beyond body dissatisfaction.

Hierarchical cluster analysis identified five embodiment profiles—Strong Embodiment, Average Embodiment, Weak Embodiment, Body for Others, and Low Body Harmony—which were cross-referenced with five psychological health profiles: Healthy, Average Psychological Health, Disordered Eating Only, Multiple Problems without NSSI, *and* Multiple Problems with NSSI.

Findings revealed that Strong Embodiment was strongly linked to psychological well-being, with these adolescents being over-represented in the Healthy cluster. Conversely, Weak Embodiment was associated with psychological distress and over-represented in clusters with multiple mental health issues, indicating a high-risk profile. The Body for Others profile, characterized by an externalized sense of bodily self-experience, was over-represented among adolescents with disordered eating but under-represented in more severe psychological distress clusters. This challenges theories that position Body for Others as a central risk factor for broad psychological maladjustment.

These findings highlight the need to assess embodiment beyond body dissatisfaction and tailor interventions to adolescents' embodiment profiles for better psychological health outcomes.

DAILY ASSOCIATIONS BETWEEN DEPRESSIVE RUMINATION AND SYMPTOMS IN ADOLESCENTS: THE ROLE OF SELF-EFFICACY ABOUT SADNESS REGULATION

Clementina Comitale¹, Laura Di Giunta¹, Jason Chein², Chiara Riccioni¹, Sara Giordano¹, Eleonora Palliccia¹

¹Sapienza, University of Rome, Italy; ²Temple University, Department of Psychology, Philadelphia, PA

clementina.comitale@uniroma1.it

Introduction: Adolescence is a critical period for emotional development. Difficulties in regulating negative emotions contribute to depressive symptoms (Maciejewski et al. 2017). Depression is estimated to occur among 5% of adolescents (WHO, 2024). Depressive rumination intensifies sadness and exacerbates depressive symptoms (Nolen-Hoeksema et al., 2008). Additionally, poor self-efficacy in regulating negative emotions has been linked to increased emotional distress (Bandura et al., 2003; Caprara et al., 2008, 2010; Di Giunta et al., 2017, 2018, 2020). There is limited understanding of how these mechanisms interact in daily life. Investigating these processes dynamically can provide insights for interventions targeting maladaptive cognitive-emotional patterns in daily life.

This study examines how self-efficacy in sadness regulation moderates and mediates the daily associations between rumination and depressive symptoms.

Method: Participants were 80 Italian clinical adolescents ($M_{age} = 14.97$, $SD = 2.27$; 44% girls) in treatment for anxiety-depressive disorders, learning difficulties, or conduct problems. Using the Ecological Momentary Assessment (EMA), participants reported their depressive rumination, self-efficacy about sadness regulation, and depressive symptoms for 15 days.

Results: Preliminary Multilevel Modeling (MLM) analyses suggest that on days when adolescents engaged in higher-than-usual depressive rumination, they also reported increased depressive symptoms. Self-efficacy about sadness regulation moderated and mediated these associations. The intraclass correlation (ICC; $r=0.46$; $p<0.01$) indicates that approximately 54% of the variability in depressive symptoms existed at the within-person level. Depressive rumination was positively associated with depressive symptoms, while self-efficacy was negatively associated. The interaction was significant, supporting a moderating effect. Mediation analysis showed that higher daily rumination was linked to lower self-efficacy, which in turn predicted depressive symptoms.

Discussion: These findings highlight the importance of assessment of cognitive-emotional processes in adolescents' daily lives. Interventions that focus on self-efficacy in sadness regulation could help break the cycle of rumination and depressive symptoms, offering a strategy for improving mental health outcomes.

SMARTPHONE BAN POLICIES IN SECONDARY SCHOOLS: HOW VARIATIONS BETWEEN TYPES OF SMARTPHONE BANS INFLUENCE STUDENTS' WELLBEING AND SOCIAL CONNECTEDNESS

**Elien Vanluydt¹, Regina van den Eijnden², Lisanne Vonk³, Polina Putrik^{4,5},
Thérèse van Amelsvoort⁶, Philippe Delespaul^{6,7}, Mark Levels¹, Tim Huijts¹**

¹Research Centre for Education and the Labour Market (ROA), School of Business and Economics, Maastricht University, the Netherlands; ²Interdisciplinary Social Science, Utrecht University, the Netherlands; ³Department of Child Health, Netherlands Organisation for Applied Scientific Research (TNO), Leiden, the Netherlands.; ⁴Department of Social Medicine, Care and Public Health Research Institute (CAPHRI), Faculty of Health Medicine and Life Sciences (FHML), Maastricht University, the Netherlands; ⁵Department of Knowledge & Innovation, Living Lab Public Health Mosa, Public Health Service South Limburg (GGD Zuid Limburg), the Netherlands; ⁶Department of Psychiatry & Neuropsychology, Mental Health and Neuroscience Institute, Maastricht University, the Netherlands; ⁷Mondriaan Mental Health Centre, Heerlen, the Netherlands

elien.vanluydt@maastrichtuniversity.nl

Despite the lack of robust evidence supporting smartphone bans, several European countries have recently implemented smartphone bans in secondary schools, driven by concerns over the potential negative impacts of increased smartphone usage on adolescents' cognitive and socioemotional development. The Netherlands has implemented a smartphone ban in secondary schools starting in 2024, however, without clear policy guidelines on how to effectively enforce these bans. This has led to variations among schools, with some restricting the ban to the classroom only (i.e., partial ban), while others extend the prohibition to the entire school grounds (i.e., full ban). Due to the absence of studies comparing the effectiveness of different types of smartphone bans, school boards lack the necessary evidence to make informed decisions about which type of ban to implement. This study aims to address this gap by investigating the extent to which the type of smartphone ban (i.e., partial or full) in secondary schools influences a) problematic social media use, b) wellbeing, c) social connectedness at school, and d) bullying. We expect more positive outcomes in schools with a full smartphone ban than in those with a partial ban. We use recently collected data from the EPoSS project (Early Predictors of School Success) among approximately 1,400 pupils from 27 secondary schools in the Netherlands. Preliminary results of regression analyses controlling for sex, grade and track indicate no significant effect of the type of smartphone ban on

problematic smartphone use, general life satisfaction, wellbeing, sense of school belonging, and bullying. Contrary to our expectations, students from schools with a full smartphone ban report significantly more loneliness, difficulties with concentration, and lower levels of teacher and classmate connectedness. Overall, these findings support partial smartphone bans restricted to the classroom only. The implications of these findings for future research and policy development will be discussed.

THE PSYCHOLOGICAL IMPACT OF ABILITY GROUPING IN PRIMARY SCHOOL: HOW DOES IT IMPACT CHILDREN'S THINKING ABOUT LEARNING?

Jellie Sierksma, Astrid M. G. Poorthuis, Hanna Schleihauf

Utrecht University, The Netherlands

j.sierksma@uu.nl

Children across the industrialized world receive education that is adjusted to their ability. The earliest form of differentiation happens within the classroom, often by assigning children to ability groups. The rationale behind differentiation is that children learn more if their education is adjusted to their needs. However, evidence on the effectiveness is mixed and it may even be detrimental for low achieving children. Furthermore, the psychological effects of ability grouping have not been addressed. We tested a novel theoretical framework and hypothesized that when schools differentiate by assigning children to ability groups this can lead to social essentialism (i.e., the idea that groups are determined by underlying, stable essences). Essentialism could lead children to assume ability is fixed, which in turn undermines intrinsic motivation.

To test this idea, we showed children (6-11 years, N=204, preregistered) animated videos of classrooms. Peers in the classrooms worked on a novel activity (e.g., zarpen) and were either grouped ("The circle group is not so good at zarpen, the triangle group is very good at zarpen") or not grouped by achievement (between-subjects). We then assessed how children perceived high and low achieving peers. Mixed linear regression models showed that children of all ages thought that low performance was more stable when peers were grouped by ability (vs. when they were not). Children were also less likely to attribute low performance to external factors in grouped classrooms (i.e., they were less likely to think low performance was due to bad luck). Children did not, however, generalize these inferences to other domains (i.e., math and reading abilities).

Taken together our work is the first to provide experimental evidence that ability grouping changes how children think about learning and can cause essentialist thinking about achievement. We are conducting a second study to replicate and extend these findings.

PRELIMINARY EVIDENCE FOR PARENTAL BUFFERING EFFECT – CHILD PERFORMANCE IN AN EMOTIONAL GO/NO-GO TASK AT 9.5 YEARS OF AGE IS IMPROVED WITH PARENTAL PRESENCE

Saara Nolvi^{1,2,3,4}, Laura Perasto^{1,3}, Autere Tuomo-Artturi^{1,3}, Juntunen Pauliina^{1,2,3}, Audah Hilyatushalihah K.^{1,3,4}, Huovinen Venla^{1,3}, Luotola Aino^{1,2,3}, Tottenham Nim⁵, Karlsson Hasse^{1,3,6}, Karlsson Linnea^{1,3,7,8}, Korja Riikka^{1,2,3,4}

¹FinnBrain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku and Turku University Hospital, Finland; ²Department of Psychology and Speech-Language Pathology, University of Turku, Finland; ³Centre for Population Health Research, University of Turku and Turku University Hospital, Finland; ⁴The Centre of Excellence for Learning Dynamics and Intervention Research (InterLearn), University of Turku and University of Jyväskylä, Finland; ⁵Department of Psychology, Columbia University; ⁶Department of Psychiatry, Turku University Hospital and University of Turku, Finland; ⁷Department of Child Psychiatry, University of Turku and Turku University Hospital, Finland; ⁸Department of Public Health, University of Turku and Turku University Hospital, Finland

riipen@utu.fi

Objective. Previous studies show that parental presence may buffer a child stress hormone response in stressful situations (Hostinar et al., 2015) and improve performance in emotional go/no-go tasks in children aged 4 to 10 years old but not in adolescents (Gee et al., 2014). However, there is still limited evidence on the parental presence influences on self-regulation at different ages and populations. We examined child performance in the emotional go/no-go task under two conditions: parent vs. stranger present, at 9.5 years of age.

Methods. The study is pre-registered (osf.io/cdnh7). The participants (N = 315, 49% girls, mean age=9.6±0.10 years) were a subsample of Finnish children participating in an ongoing data collection (aiming for N = 500 by May 2025) of the FinnBrain Study (www.finnbrain.fi). Parental presence effects were examined by emotional go/no-go task as previously described in Gee et al. (2014) using emotional (fearful, angry, happy and neutral) face stimuli. The parent vs. stranger conditions were presented in a randomized order. We used mixed models controlling for emotion and block type (go/no-go) effects to examine the condition differences in reaction times, false alarm rates and hit accuracy, with reaction time findings available by submission.

Results. In the available subsample with all experiments, children showed faster reaction times (improved performance) in the parent vs. stranger condition (Estima-

te = 4.91[95%CI 0.80,1.01], $p = .013$). However, when only children with >70% hit accuracy were included, this difference disappeared (Estimate = .86[5.54,-1.83], $p = .32$). The complete results including covariates will be presented.

Conclusion. Preliminary findings suggest that parental presence may improve child performance in emotional go/no-go task even at 9.5 years of age, but the effects may depend on the child's performance accuracy. Combined with previous evidence, the findings indicate a dimensional change in dependency on parental regulation assistance over the middle childhood.

ASSESSING THE IMPACT OF SMARTPHONE BANS IN SCHOOLS: A LONGITUDINAL AND MULTI-INFORMANT APPROACH

**Marlies Van de Castelee, Lowie Bradt, Bart Soenens, Koen Ponnet,
Maarten Vansteenkiste**

Ghent University, Belgium

lowie.bradt@ugent.be

Background: The increasing use of smartphones in schools presents challenges for teachers, school administrators, and policymakers. In response, school-wide bans on smartphones are becoming increasingly implemented. Empirical research on the effects of school-wide smartphone bans remains limited. Existing studies show small positive effects on social behaviour but no clear impact on academic performance. Moreover, the broader consequences of such bans, particularly their effects on home and parenting contexts, have not been explored.

Aims: The first aim of the study is to examine the implication of smartphone bans in Belgian secondary school on pupils' cognitive, motivational, emotional and social functioning. The second aim is to look at two competing hypotheses exist: (1) the compensation hypothesis, where banning smartphones at school leads to increased usage at home, potentially causing conflicts with parents, and (2) the generalization hypothesis, where improved self-regulation at school translates to healthier smartphone use at home.

Methodology: This study employs a longitudinal, multi-informant design (pupils ages 12-19, teachers, and parents) to examine the ban's impact on four developmental domains of pupils: cognitive (e.g., concentration in class), motivational (e.g., motivation for learning), emotional (e.g., well-being) and social (e.g., bullying) functioning. It also investigates the conditions necessary for effective policy implementation (e.g., school climate) and the role of individual student characteristics (e.g., age). Data will be collected across three time points (May 2025, November 2025, May 2026) to analyse both short- and long-term effects. Results of the first data collection in May 2025 will be presented at the ECDP conference.

Conclusion: By providing evidence-based insights, this study aims to support schools, parents, and policymakers in developing effective and motivating smartphone policies that balance academic performance, student well-being, and parental concerns.

INTERVENTION WITH A SERIOUS GAME IN CHILDREN WITH MATHEMATICAL DIFFICULTIES AND ADHD

Jenny Maurer^{1,2}, Angelika Becker^{1,2}, Leon Skoba^{1,2}, Darius Endlich³, Wolfgang Lenhard³, Monika Daseking^{1,2}

¹Helmut Schmidt University Hamburg, Germany; ²IdEA Research Center for Individual Development and Adaptive Education of Children at Risk, Frankfurt am Main, Germany; ³University of Würzburg, Germany

j.maurer@hsu-hh.de

One of the most common comorbidities in children with dyscalculia is ADHD. As children with dyscalculia and children with ADHD face challenges in learning contexts, children with both diagnoses should be given special attention in interventions. There are digital-based interventions that can improve mathematical competencies. Such interventions may either be challenging or particularly suitable for supporting children with dyscalculia and ADHD.

Children with mathematical difficulties aged 8 to 12 years practiced 6-8 weeks with a new tablet-based serious game for mathematics developed for the treatment of children with mathematical difficulties. Two measurement points are included (pretest, posttest) with data collection currently ongoing. Sociodemographic variables, competencies in mathematics, ADHD diagnosis and symptoms reported by parents as well as other associated factors, e.g., working memory are assessed.

Preliminary results of data of 27 children ($n = 21$ without ADHD; $n = 6$ with ADHD), who participated at pretest and posttest and who all practiced with the serious game, show an increase in the mean T-scores in mathematical competencies for both groups. During the pretest, the mean T-scores in mathematical competencies are in both groups in the lower average range to below average range (without ADHD: $M = 40.07$, $SD = 6.49$; with ADHD: $M = 30.55$, $SD = 4.49$) and increase in the posttest (without ADHD: $M = 44.76$, $SD = 8.09$; with ADHD: $M = 41.35$, $SD = 1.29$). Whereas it seems that the increase in the mean T-scores from the pretest to the posttest in children with ADHD is greater than in children without ADHD.

Further analyses, with a larger sample and control group, will compare the groups inferentially and report effect sizes to determine possible differences in the success of the training with the serious game in the treatment of children with and without ADHD.

TRIPLE JEOPARDY? DISENTANGLING THE INTERPLAY BETWEEN INTERGENERATIONAL TRANSMISSION OF TRAUMA, PARENTAL ADHD, AND CHILD TEMPERAMENT

Dennis Golm¹, Claire Reed¹, Valerie Brandt^{1,2}

¹University of Southampton, United Kingdom; ²Hannover Medical School, Hannover, Germany
D.Golm@soton.ac.uk

Background: Infant temperament predicts harsh parenting, and attention deficit/ hyperactivity disorder (ADHD) symptoms. Moreover, harsh parenting has consistently been associated with later ADHD symptoms. Across two studies, we tested the interplay between these factors to determine what puts children at risk of harsh parenting.

Methods: Data was analysed using structural equation modelling. Study 1 used secondary data from the longitudinal Future of Families and Child Wellbeing Study ($N = 2860$). Infant negative emotionality acted as a predictor. Outcome variables were childhood maltreatment and ADHD symptoms at ages 5 and 9. For study 2, we are currently collecting cross-sectional data from parents with and without a diagnosis of ADHD who have children aged between 6-8 years (recruitment target $n=500$ per group). Study 1 was unable to control for parental ADHD, emotion regulation difficulties and history of maltreatment. Study 2 addresses these gaps.

Results: Study 1: Infant negative emotionality predicted harsh parenting at ages 5 and 9, and ADHD symptoms at age 5. Age 5 harsh parenting/ ADHD symptoms predicted age 9 ADHD symptoms/ harsh parenting. Both harsh parenting and ADHD symptoms at age 5 mediated the association between negative emotionality and harsh parenting/ ADHD symptoms at age 9. Data collection for study 2 will conclude in April 2025. We hypothesised that parents with (vs without) ADHD will use more harsh parenting techniques, but that this association is moderated by parents' own maltreatment history, emotion regulation difficulties and child temperament. Initial findings will be presented.

Discussion: Given the bidirectional relationship between ADHD and harsh parenting, it is vital to identify early shared risk factors to prevent negative downstream effects. Infant negative emotionality poses one of these risk factors. Findings across both studies will be discussed in terms of their implications for support programmes for parents at risk of using harsh parenting.

CHILDREN'S SMARTPHONE USE AND PARENT-CHILD CONFLICTS: THE MODERATING ROLE OF HYPERACTIVITY

Matea Bodrožić Selak, Marina Merkaš, Ana Žulec Ivanković

Catholic University of Croatia, Croatia

matea.selak@unicath.hr

This study aimed to examine the moderating effect of children's hyperactivity on the relationship between smartphone use during conversations with parents and conflicts over smartphone use between parents and children. The study was conducted on a sample of 284 children (aged 10 to 15 years, with a mean age of 12.23 in 2021; 40.2% boys) in Croatia. The data were collected as part of a four-wave longitudinal study (2021–2023) within the project "Digital technology in the family: patterns of behavior and effects on child development." Children reported the frequency of their smartphone use during conversations with their parents on a scale constructed specifically for the project (third wave), hyperactivity symptoms on the Social Skills Improvement System (SSIS, Gresham & Elliott, 2008) scale (third wave), and conflicts with parents about smartphone use on a scale also designed for the project (fourth wave). A model was tested, where smartphone use during parent–child conversations served as the predictor, conflicts about smartphone use as the criterion, and hyperactivity symptoms as the moderator. Results show a positive correlation between frequent smartphone use during conversation and conflicts about smartphone use, and hyperactivity symptoms significantly influenced the strength of this association. The effect of smartphone use on conflicts was likely stronger for children with higher hyperactivity symptoms. The findings imply that in children who have pronounced hyperactive symptoms, smartphone use during conversations might trigger even more intense or frequent parent–child conflicts about smartphone use. These findings could inform parenting interventions, emphasizing mindful phone use during interactions, particularly for families with children exhibiting hyperactive behaviors.

THEORY OF MIND IN ACTION: A META-ANALYTICAL REVIEW OF THE ASSOCIATION BETWEEN CHILDREN'S THEORY-OF-MIND UNDERSTANDING AND OBSERVED BEHAVIOUR IN PEER CONTEXTS

Alexandra Morgan Bates, Kathryn Lester, Elian Fink

University of Sussex, United Kingdom

ab2291@sussex.ac.uk

Theory of mind (ToM) refers to the understanding of oneself and others as mental beings with subjective thoughts, beliefs and feelings that may not accurately reflect reality. Previous research suggests a theoretical connection between children's theory-of-mind understanding and their social interactions with peers. However, the behavioural mechanisms driving this connection remain unclear, as do the contextual factors that may moderate ToM-behaviour links: highlighting the need for a meta-analysis.

To this end, the current meta-analysis combined 500+ effect sizes from 64 studies containing measures of 3–11-year-old children's theory-of-mind understanding and their observed behaviour in the presence of at least one peer. Results showed a significant association between ToM and behaviour ($r = 0.21$, $p < .001$) that was not significantly moderated by child age, ToM measure, task context, group size or peer familiarity. There was also no significant moderating effect of behavioural valence, suggesting a similar strength of association between ToM and both adaptive and maladaptive social behaviours. Four sub-meta-analyses found that ToM was significantly associated with behavioural observations of (i) prosocial behaviour ($r = 0.15$, $p < .001$), (ii) cooperation and coordination ($r = 0.17$, $p < .001$), (iii) conflict ($r = -0.10$, $p = .003$), and (iv) pretend play enactment ($r = 0.13$, $p = .035$) in peer contexts.

Together, results showed a small-to-medium-sized association between children's ToM and the behaviour they display during peer interactions. The absence of any contextual moderation effects may reflect the consistency of influence ToM has on children's behaviours; however, this conclusion should be tempered by the substantial heterogeneity in an extant literature where features of peer partners and the broader interactional context are not always clearly reported or considered in analyses. Further systematic research using designs that allow for the comparison of children's behaviour across multiple contexts is needed to better understand how these factors might impact ToM-behaviour links.

THE INTERSECTION OF AUTISM, GENDER AND SEXUALITY: CONTEMPORARY PERSPECTIVES ON IDENTITY DEVELOPMENT

Ayşen Göncü², Başak Gündoğan¹

¹Middle East Technical University, Türkiye; ²Haliç University, Türkiye
aysengoncu@outlook.com

The study of how individuals with autism experience and interpret their gender and sexuality is a rapidly expanding field that provides insight into how identities are formed in neurodiverse groups. A systematic literature review of recent studies, encompassing publications of 2020 to 2025, demonstrates higher prevalence of gender diversity and non-heteronormative identities among individuals with autism compared to the neurotypical population. Individuals with autism are more likely to identify as nonbinary, gender-fluid, or transgender, and they frequently feel not limited by traditional gender norms. They also tend to think of gender identity as an intrinsic, cognitive experience rather than a merely social one, with some using terminology like “autigender” to describe the distinct influence of autism on their gender identification. In addition, increased rates of gender dysphoria and social disconnection have been reported, with several individuals expressing sensory related discomfort rather than traditional dysphoria. Autistic individuals are also more likely to identify as asexual, bisexual, or sexually fluid. Masking and social camouflage further complicate gender identity development, especially for individuals with autism assigned female at birth. Despite these common findings, research offers different theories for why autism and gender/sexual variation frequently co-occur. The aim of the present study is to investigate how individuals with autism navigate and construct their gender identities within contemporary social frameworks. Instead of pathologizing these experiences, contemporary viewpoints frame them within a neurodiversity-affirming way that acknowledges autism as a distinct lens through which gender and sexuality are perceived and expressed. By systematically analyzing recent research on autism, gender and sexuality, the study seeks to identify recurring and divergent themes and perspectives that contribute to the understanding of gender diversity within the autism population. Furthermore, this review examines how autistic individuals conceptualize gender identity, how societal norms and expectations influence their self-perception, and the role of neurodiversity in shaping identity.

FEASIBILITY AND ACCEPTABILITY OF A NURSE-IMPLEMENTED ATTACHMENT-BASED PROGRAM IN TURKIYE

Feyza Çorapçı¹, Nebi Sumer¹, Melis Cetin², Burcu Bagan-Kisir¹, Ozge Sukut³, Sevil Yilmaz³

¹Sabancı University, Türkiye; ²Bogazici University, Türkiye; ³Istanbul University-Cerrahpasa
feyza.corapci@sabanciuniv.edu

There are a number of empirically evaluated attachment-based parenting intervention programs, developed and implemented in Western countries given that parental sensitivity and secure attachment relationship in the early years are critical precursors of psychological resilience. However, adaptations of such programs within the primary healthcare services that actively reach families have yet to be conducted in order to evaluate their potential widespread use for public benefit. This study aims to explore the acceptability and feasibility of a nurse-implemented attachment-based parenting program at the Family Health Centers in Türkiye, as part of the routine health check-ups. The “Infant-Mother Attachment Security Program” was designed for mothers with 9-month-old infants to be implemented during the well-child routine check-ups to increase maternal sensitivity in caregiving and enhance infants’ attachment security. The primary goal of this study is to present data about how the nurses as the implementers of the program, perceive the implementation process with respect to the feasibility and acceptability of the program.

Data was collected through in-depth, semi-structured interviews with eight nurses from two Family Health Centers in Istanbul. The qualitative approach is appropriate for this study because it allows for a deep exploration of the participants’ experiences and perceptions, which are crucial for evaluating the promises as well as the barriers or challenges of the program’s implementation. Data were analysed using thematic analysis to identify key themes related to the program’s feasibility and acceptability.

Results will summarize the program’s acceptability (e.g., ease of understanding of the program modules, relevance to the needs of the mothers) and feasibility (e.g., ease of implementation, potential barriers). The findings are crucial in providing insights as to whether the program can be successfully integrated into the routine primary healthcare practices.

EXPLORING LIFESTYLE AS A MEDIATOR BETWEEN EDUCATION, PERSONALITY TRAITS, AND COGNITIVE ABILITIES IN OLDER ADULTHOOD

Viktorija Azuma, Antanas Kairys

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

viktorija.azuma@fsf.vu.lt

As the global population ages, cognitive decline has become a significant concern, particularly in the context of developmental changes over the lifespan. Research links cognitive changes to education, personality traits, and lifestyle (Stern, 2009; Luchetti et al., 2015; Valenzuela & Sachdev, 2005). Studies suggest that lifestyle mediates the relationship between education, personality traits, and cognitive abilities. It plays a key role in shaping cognitive reserve, which supports cognition in older age and slows decline (Sogaard & Ni, 2018; Dause & Kirby, 2019). This study aimed to evaluate a mediation model in which lifestyle mediates the relationship between education, personality traits, and cognitive abilities.

Data from the 7th and 8th waves of the Survey of Health, Ageing, and Retirement in Europe (SHARE) were analyzed (Börsch-Supan, 2019, 2022). The sample included 16,205 individuals aged 65–100 from 16 European countries (43.5% men). Cognitive abilities were assessed using eight tasks covering working and episodic memory, attention, and executive functions. The Rey Auditory Verbal Learning Test (RAVLT) was used to assess memory, while numeracy tasks assessed working memory, attention, and executive functions. A verbal fluency task further evaluated executive function. Lifestyle factors included leisure activities (e.g., volunteering, educational courses, reading, puzzles), computer and internet use, and alcohol consumption. Leisure participation was assessed by asking if participants engaged in listed activities over the past year, while self-evaluated computer skills, internet use, and alcohol consumption in the past week were also measured. Lifestyle was expected to positively contribute to cognitive abilities.

Structural equation modeling revealed that lifestyle partially mediated the relationship between education, personality traits, and cognitive abilities, highlighting its role in the ageing process as a psychological mechanism. These findings emphasize the importance of engaging in social, mental, and physical activities, and using modern technology to promote cognitive health and support cognitive development throughout the lifespan.

PRECARITY IN ACADEMIA: GRADUATE STUDENT WORKERS' EXPERIENCES AND PSYCHOLOGICAL CHALLENGES

Zehra Yeler

TED University, Türkiye
zehra.yeler@tedu.edu.tr

This study seeks to examine the experiences of graduate students employed on temporary contracts and bursary-based conditions at a particular university. It also evaluates their psychological capital level. A mixed-methods approach is employed, combining quantitative measures with open-ended qualitative questions to gain a deeper insight of their experiences.

An online survey was created to maintain participants' anonymity. A demographic information form, the Psychological Capital Scale-SF, and 12 short-answer open-ended items were administered to the whole population of 42 bursary students employed as part-time teaching and research assistants. The purposive sample approach was employed to gather data, as participants needed to be part-time employees under the age of 29. Data has been gathered from 13 individuals (*Age* = 24.08, *SD* = 1.38; 61.5% female) and is now ongoing. Preliminary findings were derived from an examination of responses to open-ended questions concerning working conditions and coping techniques, employing structured tabular thematic analysis. The results indicated that they saw their working conditions as uncertain and very demanding, emphasizing the absence of insurance. Role ambiguity was another theme they identified as a source of distress. Concerning coping mechanisms, social support, and the use of humor, reframing techniques were highlighted as effective coping ways, but some choose to avoid stressors.

This study aims to enhance the literature on emerging adulthood, given the increasing prevalence of young people engaged in precarious job settings. This research will provide a thorough knowledge of the interaction between precarious work situations and psychological aspects by integrating both quantitative and qualitative methodologies. The findings may have implications for structural changes in academic employment policies.

Participation in this conference was supported by TÜBİTAK (The Scientific and Technological Research Council of Türkiye) under the 2224-A Grant Program for Participation in Scientific Meetings Abroad.

EXAMINING THE SOCIAL GRADIENT IN OFFSPRING MENTAL HEALTH: A LONGITUDINAL STUDY OF SOCIOECONOMIC INEQUALITIES AND MEDIATING MECHANISMS

Per Helge H. Larsen, Vera Skalicka, Lars Wichstrøm

NTNU, Norway

phlarsen@ntnu.no

Mental health problems in children and adolescents are disproportionately distributed along socioeconomic lines, creating a marked social gradient such that parental low socioeconomic position (SEP) is associated with more mental health problems in offspring. Yet the specific pathways through which parental SEP shapes the development of internalizing and externalizing symptoms in offspring—and whether these patterns reflect social causation or social selection—remain under-examined. This research project draws on community-based data from the Trondheim Early Secure Study (TESS), which has followed over 600 Norwegian children biennially from age 4 to 18. A major strength of TESS is its reliance on psychiatric interviews for assessing offspring mental health. We employ advanced longitudinal modeling, including random intercept cross-lagged panel models, to isolate within-person effects, while controlling for stable effects of unmeasured confounders across time, providing insights into potential contributing pathways.

In this presentation, we will describe preliminary findings on the extent to which SEP indicators—particularly parental education and occupational status—relate to youths' internalizing and externalizing symptoms (as measured by the Child and Adolescent Psychiatric assessment [CAPA] and Kiddie Schedule for Affective disorders and Schizophrenia [K-SADS]) over time. We will also investigate whether familial and peer factors (e.g., interparental conflict measured by the Conflicts and Problem-Solving Scales and bullying victimization measured by the Revised Olweus Bully/Victim Questionnaire) mediate these associations, as previous research suggests they may transmit socioeconomic strain. This presentation will outline the conceptual framework, research design, and analytical strategy, and share preliminary findings on parental educational attainment and occupational status to illustrate the development of risk. I conclude by discussing implications of these preliminary results for future research on socioeconomic inequalities in youth mental health, with a focus on refining our understanding of mechanisms and identifying avenues for more targeted intervention efforts.

IT TAKES TWO: THE ASSOCIATION BETWEEN COORDINATION STRATEGIES AND SOCIAL NETWORK INTEGRATION

Elvis Kurtisi, Serena Maria Stagnitto, Serena Lecce, Gabriele Chierchia

University of Pavia, Italy

elvis.kurtisi@unipv.it

During adolescence, peer relations become increasingly pivotal for personal and social development, yet little is known about the association between coordination abilities and actual peer relationships in the classroom. Here we use a behavioral game-theory approach to measure adolescents' ability to coordinate with their peers without communicating in cooperative vs. competitive decision environments, and we investigate their association with social integration in peer networks.

462 participants (age 9-20) completed two economic coordination games to maximize "gold coins" without feedback while playing with an anonymous peer. Both games involved a series of choices between two options: a variable and lower paying but sure option (e.g., 4 coins), and a potentially higher paying but "risky" one (15 coins or 0). In a cooperative game, coins were maximized if both players risked together. In contrast, in the competitive game, only one player could maximize coins by choosing the uncertain option alone: if both chose it, neither won. We measured peer relationships via peer nomination techniques (most-liked and least-liked), and non-verbal intelligence with a matrix reasoning task (MARS). We employed social network analysis to map peer networks using liked and disliked nominations separately to investigate how individual network positions are related to strategic abilities.

Results indicated that those who took more risk in competition were also less central in the network of *most liked* individuals ($t(1372) = -2.54, p < .05$), while those who displayed greater decision variability in competition were less central in the network of *least liked* peers $t(1365) = -2.42, p < .05$, over and above non-verbal IQ. Additionally, adolescents with greater non-verbal intelligence were more central in networks of *most liked* peers but were less central in networks of *least liked* peers.

These findings suggest that the ability to coordinate with peers without communicating, especially in competitive contexts, is associated with one's position in social networks.

SOCIAL MEDIA ENGAGEMENT IN EARLY ADOLESCENCE AND PERCEIVED PROBLEMATIC USE IN LATE ADOLESCENCE: THE MODERATING ROLE OF PARENTS AND PEERS

Hamide Avcı, Marie Navarro, Laura Baams, Tina Kretschmer

Groningen University, The Netherlands

h.avci@rug.nl

Background: The increasing prevalence of social media use among adolescents raises questions about who is most at risk for problematic social media use and what factors might protect against it. While parental and peer relationships influence adolescent behavior, it remains unclear whether these social factors moderate the relationship between early social media use and later problematic use. **Objective:** This study examines the link between social media use at age 14 and problematic social media use at age 17, measured by perceived addiction and mood modification. It also explores the moderating role of parental factors (parental closeness, parent-child conflict) and peer relationships (online bullying, physical bullying, and close friendships) as potential risk or protective factors. **Methods:** Data were drawn from 5,760 participants in the UK Millennium Cohort Study from Sweep 6 (age 14) and Sweep 7 (age 17). Moderation analysis (Hayes' PROCESS Model 4.2) and multiple linear regression (SPSS 29) assessed the direct and interactive effects of early social media use, parent and peer relationships on problematic social media use. **Results:** Higher levels of early social media engagement were associated with both increased perceived addiction and greater mood modification. Within peer relationships, online bullying moderated the relationship between social media use and perceived addiction, weakening the association at higher levels of bullying. In contrast, parent-child relationships did not moderate this association but had direct effects on problematic social media use: More closeness to parents was associated with more perceived addiction but with lower mood modification, whereas more parent-child conflict was associated with both more perceived addiction and greater mood modification. **Conclusion:** Problematic social media use in adolescence is shaped by parental and peer relationships, highlighting complexities beyond time spent on social media. Strengthening parental bonds and addressing peer-related risks may help mitigate the negative impact of problematic social media use.

“WITH OR AGAINST ME?” AGE RELATED CHANGES IN COOPERATIVE AND COMPETITIVE DECISION MAKING DURING ADOLESCENCE

**Gabriele Chierchia¹, Serena Stagnitto¹, Elvis Kurtisi¹,
Sarah-Jayne Blakemore², Serena Lecce¹**

¹University of Pavia, Italy; ²University of Cambridge, United Kingdom

gabriele.chierchia@unipv.it

Many situations require coordinating decisions with others without communicating. To navigate this social uncertainty, adults have been shown to tune their decisions to the cooperative or competitive incentives at play. Here, we investigate if this ability is stable or increases with age during development. Specifically, because adolescence involves increasing levels of social uncertainty, we hypothesized that this period could be a particularly important age to learn how to adapt decisions to cooperative and competitive environments.

722 participants aged 9 to 26 completed a tacit coordination task that we adapted for youths. Participants aimed to maximize “gold coins” by choosing between a low-paying safe option and a higher-paying but uncertain option. In the cooperative condition, two paired anonymous participants could *both* maximize coins if they both chose the uncertain option without communicating. In the competitive condition, *only one* participant could maximize coins by choosing the uncertain option alone; if both chose it, neither won. A non-social control condition used a random lottery. No feedback was provided, so participants could only rely on the incentives at play.

We found that, in the cooperative relative to the competitive and control conditions, participants were more likely to choose the uncertain option, and this tendency increased markedly during adolescence. Moreover, in the competitive relative to the other conditions, adults displayed heightened decision variability and longer response times, while the youngest participants in our sample, nine-year-olds, did not. This competitive decision-making signature only emerged during adolescence and continued increasing into adulthood.

These results suggest that adolescence is a particularly important age for the development of strategic abilities. Our newly developed measure is available open access and online, and it could be used to track typical and atypical social development.

THE UNDERLYING PSYCHOPATHOLOGICAL FACTORS IN EARLY ADOLESCENCE: DEVELOPMENTAL TREND AND RELATED FACTORS

Liang Zhang, Yuxin Ma, Yanmiao Cao, Tengfei Li, Linqin Ji, Wenxin Zhang

Shandong Normal University, China

zhangliang1@sdsu.edu.cn

Internalizing and externalizing forms of psychopathological problems often co-occur in children and adolescents. The p-factor theory hypothesized a general and several specific factors underlying internalizing and externalizing problems. The general factor, or the p factor, represents the liability contributing to co-occurrence of psychopathologies. Although the developmental trend of externalizing and internalizing has been examined by prior studies, the development of the p factor and specific psychopathological factors is less investigated.

The current study addressed the gap with a longitudinal design. Participants were 2,144 Chinese school students ($M_{age} = 12.20 \pm 0.37$ years old, 51.83% boys) followed from sixth grade to eighth grade and assessed annually. Data were collected using a questionnaire assessment. The results of multilevel confirmatory factor model and multilevel growth analysis showed that: (1) bi-factor model portrayed the underlying structure of the development of psychopathological problems in early adolescence; (2) The p-factor and specific internalizing factor in early adolescents' psychopathological problems showed an increasing trend. The increasing trend was stronger for adolescents with lower initial levels of the specific internalizing factor; (3) Gender, family socioeconomic status, negative maternal parenting, and peer victimization all associated with initial levels of psychopathological problems, i.e., with the p factor or specific factors. Only socioeconomic status positive predicted the developmental rate of the specific internalizing factor.

These findings revealed the developmental pattern of p factor in youth and its related factors, providing a theoretical insights and practical basis for the prevention and intervention of psychopathological problems and their co-occurring development in children and adolescents.

EVOLUTION OF DATING VIOLENCE: LATENT TRANSITION ANALYSIS AT TWO POINTS IN TIME

María Sánchez Zafra, Rosario Ortega Ruiz, Carmen Viejo Almanzor

Universidad de Córdoba, Spain

z02sazam@uco.es

Dating violence is a social problem that affects the emotional, physical and social well-being of those who experience it. The different forms in which it presents itself reflect the complexity of these interpersonal dynamics, requiring analytical approaches that capture how it evolves over time. From a psycho-evolutionary perspective, early experiences of dating violence not only have immediate consequences, but can lay the foundation for accepting violent relationships in adulthood as well. Therefore, this study focuses on exploring how adolescent partners' involvement in violence evolves from a dynamic perspective that recognises its changing nature over time. The main objective is to understand the violent phases that adolescents go through and the factors that contribute to these transitions. Through a two-time longitudinal latent transitions analysis (LTA), we studied the form and types of adolescent couples' violent involvement and its evolution one year apart, exploring related variables such as duration, severity and types of involvement. The longitudinal design included a sample of 2,849 Spanish adolescents aged 12-18 years. The LTA allowed the identification of transition patterns between five previously defined latent states: not involved in violence; involved in mild forms of psychological-sexual or psychological-physical violence; and severe forms of psychological-physical-sexual violence (divided according to frequency of involvement). The results (still under analysis) make progress in (1) modelling the transition probabilities between latent states over a period of time, (2) looking at the types of involvement, and (3) determining gender differences in patterns of change. These findings shed light on the evolution of dating violence, highlighting the relationship with the escalation of violent behaviour. The complexity of the dynamics of violence, the usefulness of latent transition analysis, and implications for preventive interventions tailored to adolescents' specific trajectories are discussed.

PSYCHOMETRIC PROPERTIES OF THE WRAADDS IN JAPANESE ADULTS WITH ADHD: FOCUS ON EMOTIONAL DYSREGULATION

Ayako Nakashita

Ochanomizu University, Japan

g2370308@edu.cc.ocha.ac.jp

Objective: Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder characterized by inattention and hyperactivity-impulsivity. A current debate among researchers concerns whether emotional dysregulation (ED) is an independent symptom of adult ADHD (Shaw et al., 2014). This debate is particularly significant for researchers and clinicians who advocate for understanding ED within the framework of ADHD assessment scales. Meanwhile, the Utah Criteria (Wender, 1981) identified ED as a third core symptom, developed specialized adult ADHD scales which include a subcategory for ED, and are extensively used in both research and clinical settings. However, in Japan, widely used ADHD scales do not recognize ED as a distinct symptom. This may hinder the provision of targeted support for adult ADHD. To address this, our study aims to adapt the self-report Wender-Reimherr Adult ADHD Scale (WRAADDS) (Marchant et al., 2015) for Japanese use. The study aims to capture the emotional aspects of adult ADHD that conventional scales have failed to fully represent, striving for a more comprehensive understanding. **Method:** Our study will involve a reliability and validity assessment of the translated WRAADDS, using a back-translation method and assessing it alongside additional scales in 300 participants with ADHD who are recruited in two psychiatric hospitals. **Results:** The investigation is currently in progress. Among the seven subcategories of the WRAADDS, the preceding study suggests ADHD-specific ED issues, such as temper, affective lability, and emotional over-reactivity, are associated with WURS-25, ASL-18, and TOSCA-3. **Discussion:** We intend to discuss the implications of our findings for clinical practice, research, and training in the field of ADHD.

FROM DYADIC CONNECTION TO CURIOSITY TO THE WORLD: HOW MINDFULNESS IN PARENTING AND MATERNAL WELL-BEING PROMOTE CURIOSITY DURING EARLY CHILDHOOD

**Ilenia Passaquindici¹, Odette Nardoza¹, Persico Melba¹, Perfetto Marta¹,
Tigist Wuhib², Fasolo Mirco¹, Spinelli Maria¹**

¹University G. d'Annunzio Chieti-Pescara, Italy; ²University of Addis Ababa

passaquindici.ilenia@unich.com

Curiosity, as the intrinsic drive to seek knowledge engaging individuals in exploratory behaviors, is essential for learning and lifelong adaptability. Parenting is thought to enhance curiosity from the earliest stages of life. However, there is still a lack of longitudinal research investigating how parental behaviors contribute to the development of curiosity at early ages.

This longitudinal study aims to explore the role of maternal mindfulness (i.e., the ability to connect with oneself and the external world), along with maternal parenting stress, and parenting behaviors during infancy in promoting curiosity in toddlerhood.

Seventy mothers and their infants (53% male; 100% Italian; 75% first born) were observed during face-to-face interactions at 9 months old. Both maternal and infant affective behaviors were coded using the Infant and Caregiver Engagement Phase (Weinberg et al., 1989). Mothers also reported on their mindfulness and parenting stress. At 2.5 years of children's age mothers reported on their child's curiosity.

Results from several regression models showed that mothers with higher mindfulness during infancy had toddlers with higher scores across all curiosity domains, whereas mothers who perceived mother-child interactions as more stressful had toddlers with lower curiosity.

Mothers who spent more time looking at their infants with neutral expressions, not vocalizing—especially when the infant was exploring the environment—reported lower infant curiosity in toddlerhood. Conversely, the time spent by the mother displaying positive affect while the infant was looking at her predicted higher curiosity during toddlerhood.

These findings underscore the fundamental role of responsive and stimulating parenting in nurturing children's curiosity and engagement with the world, highlighting the potential impact of supportive parenting practices in promoting curiosity during early childhood. Implications for interventions and future research are discussed.

CAN PSYCHOLOGY BECOME LESS ODD? CVML-BASED REINTEGRATION OF BEHAVIORAL OBSERVATION INTO PSYCHOLOGICAL RESEARCH

Arkadiusz Białek

Jagiellonian University, Poland

a.bialek@uj.edu.pl

Behavioral observation has a long tradition in various areas of psychology. Although during the heyday of observational studies in the 1920s and early 1930s, direct observation was regarded as “the oldest, and remains the commonest, instrument of scientific research” (Jersild & Meigs, 1939), psychology has increasingly become an ODD (Observation- and Description-Deprived) science (Ray & Fiske, 2010). The emphasis on efficiency and productivity, combined with the fact that behavioral observation is time-consuming and labor-intensive, has led psychology to move away from its fundamental task of observing and describing natural phenomena (Tinbergen, 1972).

However, recent advancements in computer vision (CV) and machine learning (ML) now enable precise, detailed, low-cost, and non-intrusive observation of behavior. This talk illustrates how CVML technologies can be used to collect rich multivariate time-series data and analyze behavioral dynamics in social interactions through three ongoing studies conducted at the child lab of Jagiellonian University in collaboration with computer scientists.

In the first longitudinal study, 75 caregiver-infant pairs were observed during three visits at 4, 7, and 12 months of age. Automated Facial Action Recognition (AFAR) was applied to both infants and mothers during free play to examine the coupling and coordination of their facial expressions at the level of Action Units and finer-grained facial movement patterns. The second cross-cultural study investigated the smoothness of individual and dyadic movements in Yurakaré and Polish siblings during a cooperative tower-building task. Finally, the Visual Perception Tracker, an innovative system integrating multiple camera views to automatically identify gaze direction, mutual attention, gaze coordination episodes, and ultimately joint attention in semi-naturalistic settings, will be presented.

Taken together, our research demonstrates how methodological and technological advancements can help address longstanding developmental questions, making psychology more firmly grounded in the observation and description of natural phenomena.

“KEEPING PEOPLE IN LIMBO” - PARENTS’ EXPERIENCES OF WAITING FOR AN ADHD ASSESSMENT WITH CAMHS IN ENGLAND

Ellen Hedstrom¹, Clare Ballard², Kasia Kostyrka Allchorne³, Hannah Wright⁴, Naomi James¹, Edmund Sonuga-Barke²

¹University of Southampton, United Kingdom; ²Kings College London; ³Queen Mary University of London; ⁴Nottingham University
e.hedstrom@soton.ac.uk

In the UK, parents whose children have been referred for an ADHD assessment often have to wait years before receiving an appointment with Child and Adolescent Mental Health Services (CAMHS). As well as delayed access to needed treatment, there is a concern that this can exacerbate ADHD symptoms in the child and have a negative impact on their own and their parents’ wellbeing.

In this talk, we will report a qualitative analysis of 41 parents’ accounts of their experiences of time spent on a UK CAMHS waitlist and its impact on them and their child. Each parent had taken part in a trial of a digital intervention designed to support them while on the clinical waitlist and had waited for assessment between seven months and two years; 49% were still waiting to be seen.

Using thematic analysis, an overarching theme of feeling in limbo (i.e., an uncertain state) emerged, with sub themes focusing on; i) “Lack of agency”, and ii) “Negative effects of the wait list experience”, iii) “How to improve things”.

From a practical point of view, while parents told us that while they realised lengthy waitlists were the result of many factors that were hard to influence locally, the worst effects could be mitigated through regular and consistent simple communication from the clinical services regarding their position on the wait list, as well as adequate signposting and aftercare from the services. They said that continuous uncertainty led them to feel a lack of agency in making big decisions for their family, such as saving for a private diagnosis or getting better support from school.

Overall, parents wanted to feel seen and validated by the services and regular contact was key to establishing this. Implications for changes in the way services engage in patient communication will be discussed.

AFFECTIVE COMPETENCE, INTERSUBJECTIVE QUALITY AND SECONDARY ATTACHMENT IN ADOLESCENTS: A LONGITUDINAL MULTI-GROUP STRUCTURAL EQUATION MODELING ANALYSIS

Noemí Toledano Fernández, Rosario Ortega Ruiz, Carmen Viejo Almazor

University of Cordoba, Spain

a02tofen@uco.es

Most boys and girls have had a romantic experience during their adolescence. The management of these romantic experiences seems to be related to psychosocial factors such as the perception of quality they have of their own relationships, the skills they possess to manage these first encounters and the intersubjective bonds of secondary attachment they establish. In this study we decided to test a longitudinal model relating secondary attachment, relationship quality and affective competence to relationship experience through a Multi-group Structural Equation Model (MGSEM). The study was conducted with 465 adolescents aged 12-19 who had or had had some kind of romantic experience in the last year (from a fling to a serious relationship). The gender variable was taken into account as a moderating variable, and we determined the significant differences between boys and girls. We also analysed the possible mediating role of quality between affective competence and secondary attachment. The results of the MGSEM showed a significant and positive relationship between the variables in the model. Although significant differences were found between boys and girls, girls follow different paths to build attachment relationships with their partner. The mediating effect of quality was significant for the group of boys. The results of this study aim to provide a theoretical model of an evolutionary nature that allows for a deeper understanding of how adolescents form and develop romantic relationships and allows for the design of good educational practices in this field.

DEVELOPMENTAL CHANGES IN MOTHER-INFANT SYNCHRONY: BEHAVIORAL AND AFFECTIVE PATTERNS IN A FREE-PLAY DURING THE FIRST 18 MONTHS

**Hilal H. Şen¹, Hafþís Kristný Haraldsdóttir¹, Beril Alpay², Boran Pur²,
İlayda Taşkiran², Sümeyye Koşku-Sancar³, Didar Karadağ⁴,
Marina Bazhydai⁴, Aylin Küntay⁵**

¹University of Akureyri, Iceland; ²Mef University, Turkey; ³Utrecht University, Netherlands; ⁴Lancaster University, UK; ⁵Koç University, Turkey

hilal@unak.is

Mother-infant synchrony supports early co-regulation and engagement, forming a foundation for later development such as self-regulation, language and communication, and prosocial behaviors. Despite its significance, most studies take a cross-sectional approach, offering limited insight into how synchrony unfolds over time in early childhood. This study examines developmental course of synchrony with 28 full-term, healthy infants (60.7% girls; birth weight > 2,500 g) and their mothers (Mage=32.8). We observed synchrony across five time points (8, 10, 12, 14, and 18 months) in a 5-min free-play (FP) context, where dyads interacted with a standardized set of toys. Synchrony was defined as the simultaneous exhibition of the same state in behavioral and affective domains. Behavioral synchrony was categorized into object synchrony (both partners attending to the same object) and social synchrony (partners attending to each other). Affective synchrony included positive or negative affect. We coded every second of a three-minute segment separately for behavioral and affective synchrony and calculated proportional scores. Results showed that affective synchrony was infrequent: Positive affect synchrony occurred in less than 3% of interactions, while negative affect synchrony was extremely rare. In contrast, behavioral synchrony was predominantly object-focused, averaging 56.7% of interactions and increasing from 52.6% at 8 months to 61.7% at 18 months. Social synchrony was low (2.97% on average) and fluctuated across time points. Linear mixed-effects models examined developmental changes in object and social synchrony. Object synchrony significantly increased over time, $F(4, 88.2)=3.14, p=.018$, with higher levels at 14 months and 18 months compared to 8 months. Social synchrony showed no clear developmental trend. These findings suggest a robust pattern of increasing object-focused synchrony in the FP context but a less consistent trajectory for social synchrony, likely influenced by contextual factors. Implications for the role of play context in shaping synchrony will be discussed.

HOW TO RECOGNIZE TRAUMATIZATION IN YOUNG CHILDREN: THE NEW ODENSE CHILD TRAUMA SCREENING (OCTS) TOOL IN LITHUANIA

**Paulina Zelviene¹, Odeta Gelezelyte¹, Agniete Kairyte¹, Evaldas Kazlauskas¹,
Sille Schandorph Løkkegaard^{2,3}, Ask Elklit²**

¹Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania; ²Danish Center of Psychotraumatology, Department of Psychology, University of Southern Denmark; ³The CHILD research group, Department of Psychology, University of Southern Denmark
paulina.zelviene@fsf.vu.lt

Background. Due to their developmental capacities, younger children may find it challenging to articulate their emotions and experiences related to traumatic events. Since play is a natural part of their development, play-based assessment tools can effectively explore their inner world and identify signs of traumatization. There is a need for valid methods to evaluate young children's (4 to 8 years) psychological difficulties related to traumatic experiences. The Odense Child Trauma Screening (OCTS), developed by Danish researchers, is a play-based story stem assessment tool developed to screen for indicators of traumatization in young children. Just a few studies of the OCTS have been published so far.

Objective. The current study aimed to test the reliability and convergent validity of the OCTS in the Lithuanian community and risk subsamples of young children aged 4-8 years.

Method. The total sample consisted of 209 participants (58.9% girls) from the community (47.4%) and risk (52.6%) subsamples, $M_{age} = 6.29$ ($SD = 1.48$). All children were screened with the OCTS, and caregivers completed self-report questionnaires: demographics, the Child and Adolescent Trauma Screen-Caregiver (CATS-C), and the Strengths and Difficulties Questionnaire (SDQ).

Results. The data suggests that the OCTS has very good inter-rater reliability. The OCTS, SDQ, and CATS-C scores were significantly higher in the risk subsample, with small to large effect sizes. Boys and younger children (3-4-year-olds) scored higher on the OCTS. Out of all the OCTS stories, the Burnt hand story had significant correlation coefficients with all the CATS-C PTSD symptoms.

Conclusions. The OCTS seems promising tool in Lithuania, but there were variations in scores between the Lithuanian data and an earlier study of the Danish sample. Future studies on the OCTS would benefit from further cross-cultural, reliability and the validity examination.

TOWARDS A 'TRAUMA-INFORMED' APPROACH TO PEER-RESEARCH: REFLECTIONS ON PEER RESEARCH WITH UNACCOMPANIED ASYLUM-SEEKING YOUTH DURING THE UK'S COVID-19 LOCKDOWN

Jana Kreppner¹, Helen Stalford², Ingi Iusmen¹, Elaine Chase³, William Shankley²

¹University of Southampton, United Kingdom; ²University of Liverpool, School of Law and Social Justice, United Kingdom; ³Institute of Education, University College London, United Kingdom
j.kreppner@soton.ac.uk

In 2020, a group of young people seeking asylum in the UK and the charity supporting them, partnered with a cross-disciplinary team of academics to research the impact of the COVID-19 lockdown on unaccompanied asylum-seeking youth in the UK. After a series of online meetings, the *Lives On Hold, Our Stories Told* (LOHST) project was established and secured ESRC funding. The project explored how the pandemic affected young people's experiences of the asylum process, and access to services, education and available support systems.

As part of this initiative, we trained 11 young peer researchers (primarily Albanian) who conducted, with us, semi-structured online interviews with 69 unaccompanied asylum-seeking young people (aged 16–25) and 53 practitioners (from across social care, policy, legal, and clinical professions). The young peer researchers, with support from their charity, were actively involved in study design, data collection, analysis, report writing, and dissemination.

A key finding highlighted the young people's accounts of worsening mental health during the pandemic, which they attributed to the lack of progress and uncertainty in their asylum claims, as well as isolation and limited access to support, education, and services.

In this presentation, I will reflect on the experience of working with this group of young people, discussing the challenges we encountered (particularly peer researcher well-being and ethical complexities) and the strategies we used to navigate them. I will also highlight the benefits of adopting a peer research methodology.

FROM SECURITY IN FAMILY TO SECURITY IN COMMUNITY: HOW DOES SECURITY IN COMMUNITY AFFECT MINORITY ADOLESCENTS' ADJUSTMENT PROBLEMS?

Bilge Göz-Çengelli¹, Figen Eroğlu-Ada²

¹Istanbul University, Türkiye; ²Mimar Sinan Güzel Sanatlar Üniversitesi, Turkey

bilgegoz@istanbul.edu.tr

The Emotional Security Theory (EST), which has been tested for nearly three decades, initially extended the concept of trust from the caregiver-child relationship to include the impact of parental conflict. Later the EST was further expanded to encompass political violence, guided by Bronfenbrenner's Ecological Systems Theory. Just as research has been conducted on armed conflict environments around the world, researchers should also examine whether there is a relationship between emotional insecurity and adjustment problems among minority adolescents from all around the world. Feeling insecure in the family due to marital conflict, as well as feeling insecure in the community due to political reasons, can lead adolescents to have adjustment problems. In light of the literature, the aim of this study is to measure the emotional security levels of minority adolescents in Turkey within the family and community and to investigate the role of perceptions of emotional security in both context on adolescents' behavioral outcomes, both separately and on an interaction basis. The participants of the study, who are included using purposive sampling method, consist of 30 adolescents from each minority groups in terms of ethnic and/or religious origin (Jews, Alevis and Armenians). Data is collected using the Security in the Interparental Subsystem Scale, the Security in Community Scale, the Social Safeness and Pleasure Scale, the Youth Self Report and a demographic form. Results are evaluated to understand relations between implicit political violence and adolescent adjustment from a social ecological perspective. This study is the first to investigate feelings of insecurity in the community among minority adolescents and aims to expand the scope of relevant theory. In addition, the current study is thought to attract attention in terms of its potential to increase the external validity of the theory.

THE MEANING OF CHILDHOOD: GIFTED CHILDREN'S PERCEPTIONS OF THEIR OWN CHILDHOOD

Gözde Başkaya, Sema Nur Toker, Ersin Özkan

Ankara University, Türkiye

gozdebaskaya07@gmail.com

Gifted children are often perceived as “little adults” due to their advanced cognitive abilities and emotional depth. This perception may lead to behavioral biases and unrealistic expectations, shaping how gifted children experience and define childhood. While their cognitive and emotional development has been widely studied, limited research explores how they perceive childhood themselves.

This study investigates how gifted middle school students in Türkiye conceptualize childhood. Participants were selected through convenience sampling from students attending a Science and Art Center (BİLSEM), an independent institution offering out-of-school enrichment programs for students identified by experts as gifted in general intelligence, visual arts, or music. A total of 145 children aged 7–13 responded to five open-ended questions: “What is a child?”, “Are you a child?”, “What makes you a child or not?”, “Would you like to be an adult?”, and “What distinguishes a child from an adult?” Questions were presented through illustrated scenarios designed to contextualize and stimulate the students’ reflections.

Data were analyzed using thematic analysis. Preliminary findings show that children commonly define being a child through concepts such as play, fun, schooling, and being young. Most see themselves as children, referring to concrete traits like age, height, and daily routines. Differences between children and adults were mainly framed around responsibilities, freedom, and behavior. A few participants expressed a desire to become adults, citing autonomy, rights, and social contribution as key motivations.

The study illustrates that gifted children do not perceive childhood as a uniform stage, but rather as a nuanced experience shaped by cognitive awareness, social expectations, and personal aspirations. These insights call for a re-evaluation of how childhood is framed in gifted education and support the integration of children’s lived experiences into developmental theory and educational practice.

THE TRACES OF GRIEF: PSYCHOANALYTIC REFLECTIONS ON EARLY CHILDHOOD LOSS

Melike Çakır, Selin Uçar Özsoy

Middle East Technical University, Türkiye

melikec@metu.edu.tr

Losing a parent is a core-shaker situation especially for children. When facing with the death of a beloved one, children show different type of apprehension and reaction to it based on their developmental stage. It is well-known that children are able to understand the nature of death as adults do around ten or twelve years old. Related to this, children can experience grief once they make sense of physical aspects of death. The grief experience is also affected by the attitudes of the alive parent or other adults who are closer to the children. In other words, the reactions of the parents are highly observed by children. This involves children learning how to grief from their parents. There is a tendency to protect children from intense events, this eventually leads to misinformation or not telling anything to children. It is highlighted in literature that unsolved grief process in children may cause some visible symptoms almost two years after the loss. In light of these dynamics, this study explores the mourning process of a child who lost his father, a correctional officer martyred in an attack, at the age of five. Through non-directive play therapy sessions, the now eight-year-old boy's verbal expressions and play are analyzed to understand his psychological and emotional responses to loss. His play and narratives revolve around the video game character Sonic the Hedgehog and his rivalry with Eggman, repeatedly enacting their battles to kill one another. Notably, when asked about the nature of conflict and death within the game, he consistently responds, 'I don't know.' These observations suggest that he may be using play and storytelling as a means of processing and making sense of death. The study highlights the role of symbolic representation in children's mourning and the therapeutic potential of play in grief processing.

OCCUPATIONAL AND FAMILIAL LONG-TERM EFFECTS OF GENDER ROLE ATTITUDES

Ricarda Ullrich^{1,2}, Michael Becker^{2,3}, Jan Scharf²

¹IPN | Leibniz Institute for Science and Mathematics Education, Kiel, Germany; ²DIPF | Leibniz Institute für Research and Information in Education, Frankfurt, Germany; ³Center for Research on Education and School Development (IFS), Technical University Dortmund, Germany
ullrich@leibniz-ipn.de

Although women's labor market participation has increased, gender differences in occupational and domestic responsibilities remain (Buchmann & DiPrete, 2006). Gender role attitudes are frequently offered as an explanation (Dicke et al., 2019). Early gender role attitudes may shape career aspirations and domestic roles (Schoon & Polek, 2011), raising the question of whether they manifest in young adulthood and contribute to long-term occupational and domestic differences.

This study examines whether gender role attitudes are associated with occupational success and familial and household responsibilities over nearly 20 years. Three waves of a German longitudinal dataset ($N=4816$; 2000/01–2018) will be used. Gender role attitudes were assessed at age 22, while occupational success indicators (income, working hours, occupational prestige) and domestic responsibilities (parental leave, household responsibilities) were assessed at ages 31 and 40. Multigroup linear and logistic regressions by gender were conducted in *Mplus*. The dataset allowed us to control for the most important predictors like socioeconomic status, cognitive abilities, and education. Missing values were treated with multiple imputation by gender (Lüdtke et al., 2007).

Results show that women with more egalitarian gender role attitudes in young adulthood reported higher income 9 and 18 years later. Nearly 20 years later, the significant relationship was still evident, even when controlling for working hours and other background characteristics. Egalitarian gender role attitudes were also linked to slightly higher occupational prestige 9 years later. Men with more egalitarian gender role attitudes took over more household chores 18 years later, even when controlling for children and their background characteristics.

The findings suggest that gender role attitudes seem to shape the utility or social desirability of occupational pathways early on, reinforcing occupational and familial divisions. Addressing gender role attitudes in early adulthood may promote greater gender equity in occupational and domestic spheres.

THE PSYCHOLOGICAL EFFECTS OF COVID-19 PANDEMIC ON CHILDREN: AN INVESTIGATION FROM BIOECOLOGICAL PERSPECTIVE

Ezgi Yildiz¹, Berfin Deger²

¹Hacettepe University, Türkiye; ²Bolu Abant İzzet Baysal University

ezgi.yildiz@hacettepe.edu.tr

The current study examined the emotional and behavioral effects of the COVID-19 pandemic on children through the lens of Bronfenbrenner's bioecological theory. Specifically, the study focused on how individual differences in emotion regulation, family protective factors within the microsystem, and school-family relations in the mesosystem impacted children's emotional and behavioral problems during the pandemic. Two models were used: the first model assessed pre-pandemic problems, while the second model focused on pandemic-related issues. It was hypothesized that the influence of these factors would increase as they moved further from the child's immediate environment, and that all variables would negatively predict children's emotional and behavioral problems.

A total of 238 mothers of children aged 4 to 11 years participated. Informants completed several online questionnaires, including the Emotion Regulation Scale, Family Protective Factors Questionnaire, School Interaction Questionnaire, Strengths and Difficulties Questionnaire, and Parental Perception of the Emotional and Behavioral Effects of Quarantine. Hierarchical regression analysis was employed to examine the data.

Results showed that in model 1, only emotion regulation predicted pre-pandemic problems. In model 2, emotion regulation and family protective factors negatively predicted pandemic-related problems. However, school-family interaction did not significantly affect children's emotional and behavioral issues. These findings provide valuable insights into the roles of individual and environmental factors in shaping children's emotional and behavioral outcomes, particularly during times of crisis and disaster.

ASSOCIATION BETWEEN BRAIN ACTIVATION AND BEHAVIOUR DURING JOINT ATTENTION INTERACTIONS IN 10-MONTH-OLD INFANTS USING HIGH-DENSITY FNIRS

Vera Mateus¹, Mónica Sobral^{1,2}, Ana Ganho Ávila¹, Sara Cruz³, Ana Osório²

¹Center for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Education Sciences, University of Coimbra, Coimbra, Portugal; ²Human Developmental Sciences Graduate Program and Mackenzie Center for Research in Childhood and Adolescence, Center for Biological and Health Sciences, Mackenzie Presbyterian University, São Paulo, Brazil;

³The Psychology for Development Research Center, Lusíada University of Porto, Portugal

vera.l.e.mateus@fpce.uc.pt

Joint attention typically emerges around 9 months of age and refers to the infant's ability to coordinate attention with a social partner towards an event/object (e.g., a toy). Neuroimaging studies with adults suggest the involvement of several brain networks, such as the dorsal and medial prefrontal cortex and temporal-parietal junction to process joint attention interactions. Studies with infants are still scarce and have some shortcomings, as they have mostly measured the electrical activity of the brain, have studied infants when the ability is already more established in their behavioural repertoire, or did not collect simultaneous behavioural data of infant's joint attention. This study aims to examine the association between brain activation and behavioural manifestation of joint attention at 10-months, when the ability is emerging. Participants are 10-month-old typically developing infants (data collection ongoing). We expect a sample size of 25 infants with complete data assessed by the time of the presentation. A high-density fNIRS device is used to measure bilateral brain activation in the prefrontal cortex, superior temporal sulcus, and temporoparietal junction while the infant interacts with a female researcher. The infant-researcher interaction includes three conditions: Joint Attention (the researcher shows a picture book to the infant while making eye contact, using gestures, smiling, and labelling the pictures); Dyadic Interaction (the researcher sings nursery songs and performs hand actions/games while making eye contact and smiling to the infant); and No Interaction (the researcher stays in silence while holding a toy in front of the infant (no eye contact with the infant)). Responding to joint attention and initiating joint attention behaviours are assessed through the Early Social Communication Scales (ESCS). This study will support the identification of typical neural signatures of joint attention which may, in turn, assist early screening for neurodevelopmental disorders.

NARRATIVE IDENTITY INTERVENTIONS: A SCOPING REVIEW

**Aleksandra Gukovskaia, Liselotte den Boer, Hend Eltanamly,
Jaap J.A. Denissen, Sander Thomaes**

Utrecht University, The Netherlands

a.gukovskaia@uu.nl

Background: Narrative identity is a continuous and internalised story of oneself. It incorporates individuals' past, present, and future, providing purpose and meaning in life (McAdams et al., 2001). Narrative identity has incremental validity in predicting psychological wellbeing (Adler et al., 2016; McLean et al., 2020), making it a promising target for interventions. We conceptualise narrative identity interventions as non-clinical interventions, programmes, and activities primarily focused on participants sharing, describing, or reflecting on (aspects) of their life stories. Although some interventions targeting narrative identity, particularly those focusing on autobiographical reflections and life stories, have been identified, they have not been systematically reviewed or categorised.

Aim: In this scoping review, we aim to identify and categorise different prototypes of non-clinical interventions targeting life stories, such as expressive writing and life story interventions, while exploring additional types that might exist across disciplines. We also aim to examine theoretical underpinnings, mechanisms of change, and intervention's focus on target populations. The current body of literature lacks a comprehensive overview of techniques utilising narratives and autobiographical reflections. Our review will address this gap by systematically mapping and analysing such techniques.

Methods: This preregistered review (OSF: <https://osf.io/bmyt7>) follows the PRISMA Extension for Scoping Reviews Checklist (Tricco et al., 2018). We searched SCOPUS, PsychInfo, and Web of Science for articles published in Arabic, Dutch, English, Russian, and Ukrainian. Keywords included "narrative identity" and "intervention". A total of 11,232 unique records were identified and are currently being reviewed.

Preliminary results: Title-abstract screening of 10% of records resulted in 74 studies that met the inclusion criteria. We identified several intervention prototypes including life story, (digital) storytelling, expressive writing, and creative interventions (e.g., theater). Such interventions target: pre-service teachers, (international) students, caregivers, and older adults. Final results will be presented upon completion of full-text review.

UNIVERSITY ADJUSTMENT JOURNEY: EXAMINING THE UNIVERSITY ADJUSTMENT PROCESS OF FIRST-YEAR STUDENTS THROUGH LONGITUDINAL RESEARCH

Cemre Yavuz-Şala, Ecem Çiçek-Habeş, Neslihan Güney-Karaman

Ankara University, Türkiye

fcyavuz@ankara.edu.tr

The present study investigates the longitudinal trajectories of first-year university students' adaptation, focusing on the psychological and environmental factors that shape their adjustment over time. A latent growth model (LGM) is employed to analyze data collected from the same individuals at three time points, allowing for an examination of both within-person change and between-person differences in adjustment trajectories.

Longitudinal data analysis provides valuable insights into the evolution of behaviors over time, enabling the identification of covariance patterns among variables, the testing of models incorporating multiple measurement points, and the assessment of relative structural stability through repeated measures (Burkholder & Harlow, 2003). The Level 1 model captures intra-individual changes in university adjustment, while the Level 2 model examines inter-individual differences in these trajectories. Additionally, explanatory variables predicting variations in adjustment trajectories are incorporated into the model (Kline, 2011).

Predictors in the hypothetical models include helicopter parenting and autonomy support, personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism), perceived university support and structure, emotion regulation difficulties, and basic psychological need satisfaction. By controlling for the effects of these predictors across different time points, their unique contributions to the dynamic process of university adjustment will be examined.

The first wave of data was collected from four universities in Ankara, Türkiye, comprising 588 students (86.22% female, 13.61% male). Participants' ages range from 19 to 48 years ($M = 19.22$, $SD = 2.07$). Data collection for subsequent waves is ongoing. Results will be discussed in light of the relevant literature.

Conference participation was funded by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) under the 2224-A International Scientific Meetings Participation Support Program.

CAREGIVER-REPORTED SUPPORT AND SERVICE RECEIPT AMONG CHILDREN WITH DEVELOPMENTAL DISABILITIES IN KENYA AND ETHIOPIA

Melissa Washington-Nortey¹, Vibian Angwenyi², Mekdes Demissie³, Merga Feyasa³, Tigist Eshetu³, Tsegereda Haile¹, Beatrice Mkubwa², Eva Mwangome⁴, Nancy Githinji⁴, Amanuel Belay³, Temesgen Azmeraw³, Carophine Nasambu⁴, Fikirte Girma³, Nadine Seward⁵, Charlotte Hanlon⁵, Tony Charman¹, Charles Newton⁶, Amina Abubakar², Rosa Hoekstra¹

¹King's College London, United Kingdom; ²Aga Khan University, Nairobi-Kenya; ³Addis Ababa University; ⁴Kenya Medical Research Institute; ⁵University of Edinburgh; ⁶Oxford University
melissa.washington-nortey@kcl.ac.uk

We investigated factors associated with the support and service receipt patterns of Kenyan and Ethiopian caregivers for their children with developmental disabilities. Trained research staff collected data from 679 caregivers of children with developmental disabilities across geographical clusters in three sites: Addis Ababa-Ethiopia, Nairobi-Kenya, and Kilifi-Kenya. We examined, separately for each site, associations between caregiver and child characteristics and caregiver-reported receipt of i) any supports/services and ii) specific diagnostic assessment services, using sequential unadjusted and adjusted GLM models with a log link function and robust standard errors that accounted for clustering. Across sites, the most frequently reported support/services received were diagnostic assessments (>43%) and medications (>34%), whereas special education (<7%) and behavioural therapy (<2%) were rarely reported. In Kenya, endorsements of physical therapy were also high (>42%). In Addis Ababa-Ethiopia, prior contact with a health worker about developmental concerns (Risk Ratio 1.33, 95% CI 1.11-1.59) and the sub-city of residence (1.19, 1.05-1.35) were associated with an increased probability of receiving any form of support/service, whereas the child's age when caregivers first had concerns was inversely associated with overall support/service receipt (0.95, 0.91-1.00). All three variables were also similarly significantly associated with the receipt of diagnostic assessments: Prior contact (1.39, 1.08-1.79); residential sub-city (1.02, 1.00-1.03), and age at first concern (0.93, 0.88-0.99). In Nairobi-Kenya, the residential sub-county was associated with an increased probability of receiving any form of support/service (1.20, 1.04-1.38) and a diagnostic assessment (1.70, 1.32-2.17). In Kilifi-Kenya, the child's age when caregivers first had concerns was associated with a reduced probability of overall support/service receipt (0.72; 95% CI: 0.61, 0.85). There were no significant associations with receiving diagnostic assessments. These results represent important steps in elucidating service receipt patterns in these areas that may inform future research and public health efforts.

SCIENTIFIC THEORIES OF DEVELOPMENT REFLECTED IN SUBJECTIVE CONCEPTS OF DEVELOPMENT: IMPLICATIONS FOR THE ACTIONAL DESIGN OF ONE'S OWN DEVELOPMENT

Jan Philipp Amadeus Aden, Eva Dreher

Sigmund Freud University Vienna, Austria

jan.aden@mail.sfu.ac.at

Background: Subjective concepts of development have an action-guiding function and build the foundation for the perception, planning and decision-making of development-relating actions. This study analyses subjective conceptions of development and their relation to scientific theories of development. In particular, the importance of problem-solving (PS) competence for development is analysed and evaluated in terms of its relevance to the characteristics of other subjective development concepts and divergent development orientations.

Methods: N= 148 students (age:M=21.86,SD=4.35) completed a questionnaire containing 50 statements related to development. The statements represent central aspects of scientific development theories and are evaluated according to their personal relevance. The subjective development orientation is analysed using descriptive statistics. To examine the role of PS, the sample was divided into two groups: those who considered PS to be relevant for development (PS+) and those who did not (PS-). Profiles of developmental orientations were created for both groups based on the 50 statements and compared using Man-Whitney-U-Tests.

Results: In general, both the personal environment, such as family (95.9%) and friends (98%), and the external environment, including school (93.8%) and the media (99.3%), are considered as relevant for development. Conversely, biologicistic approaches, including determination by disposition (40.7%), and statements emphasising passivity, such as predetermined by fate (19.3%), are regarded with less approval. The two PS-groups have different perceptions of the importance attached to: negative events (PS+:83.1%vs.PS-:61.7%,U=1823.50,Z=-3.30,p<.001) and the disposition-environment relationship (PS+:47%vs. PS-:31%,U=1929.50,Z=-2.52,p=.012); role of actionality (e.g. future-planning (PS+:64.3%vs. PS-:50%,U=1957.5,Z=-2.35,p=.019), etc..

Discussion: The student's subjective concepts are largely consistent with assumptions of developmental theories that emphasise an action-oriented understanding of development and acknowledge the significance of exogenous influences. In contrast, deterministic/endo-genous approaches tend to be rejected. In cases where PS is of importance, a more action-oriented and coping-oriented understanding of development becomes evident. This, in turn, serves to reinforce the implementation of conscious development control.

THE DEVELOPMENT OF SELF-ESTEEM IN EARLY ADOLESCENCE – THE ROLE OF FAMILY FUNCTIONING

Vera Skalicka, Ida Lillehaug, Lars Wichstrøm, Kristine Rensvik Viddal

Norwegian University of Science and Technology (NTNU), Norway

vera.skalicka@ntnu.no

Children's self-esteem is crucial for their well-being and mental health. From a theoretical perspective, interpersonal experiences are important precursors of global self-esteem. According to sociometer theory, self-esteem builds upon social acceptance and inclusion monitoring. Due to teenagers' increased sensitivity to social evaluation, the development of self-esteem may be particularly vulnerable during the transition from childhood to adolescence. Despite the recognized importance of the family in fostering positive self-esteem, there is a scarcity of longitudinal research examining the role of family functioning in children's self-esteem development during this critical period. In the present study, we aimed to investigate whether family functioning predicts the development of global self-esteem, and whether these relations are reciprocal. We employed data from a community-based study, the Trondheim Early Secure Study, which biennially followed up 718 Norwegian adolescents from the age of 10 to 14 years. Self-concept was measured with the Self-Description Questionnaire (SDQ-I) at age 10 and the Revised Self-Perception Profile for Adolescence (SPPA-R) at ages 12 and 14. Family functioning was measured with the Family Assessment Device (FAD). By employing the Random Intercept Cross-Lagged Panel Model (RI-CLPM), which separates between-person and within-person variance, the results showed that increased family functioning at ages 10 and 12 predicted increased self-esteem two years later, at ages 12 and 14. There were no significant paths linking children's self-esteem to later family functioning. This study adds to the literature by underlining the continued importance of the family system for children's global self-esteem at the within-person level during the transition from childhood to early adolescence, with sophisticated methods enabling the uncovering of actual within-person effects. For youth in need of interventions to strengthen their self-esteem during this crucial period, targeting the family system could be beneficial.

SHAME MEMORIES OF MOTHER AND DAUGHTER DYADS: PERSONAL SHAME MEMORIES

Ekin Doğa Kozak^{1,2}, Başak Şahin-Acar²

¹Hacettepe University; ²Middle East Technical University

ekindogakozak@hacettepe.edu.tr

When we talk about the past, we often talk about our emotions. Throughout the day, we frequently talk about our personal experiences. The literature suggests that there are different underlying goals for remembering different emotion-induced experiences, such as positive versus negative: While reminiscing about positive events may create emotional bonds through the sense of shared history, reminiscing about negative experiences may help children understand and resolve negative affect. Among other emotions, shame stands out with some unique characteristics. To uncover the characteristics of shame memories in autobiographical memory (AM) literature, three sequential studies were designed in dyads of university students and their mothers. 21 dyads (N= 42) were asked about their personal shame memories, separately. Firstly, memories were analyzed to uncover their relational context. Shame memories emerged in six distinct contexts: family, peer, educational, public, professional, and intrapersonal. Among mothers, the most common contexts were family (58%), followed by professional settings (21%) and public settings (11%). In contrast, university students' most frequent contexts were the educational environment (38%), followed by family (24%) and peer (21%). Secondly, memories were analyzed to reveal the themes according to Braun and Clarke's (2006) model. Shame memories emerged under five main themes: (1) Mishaps and missteps, (2) Performance related, (3) Aggression, (4) Sexuality, and (5) Body image related. Among individuals with low socioeconomic status (SES), the most prevalent themes were mishaps and missteps (39%), performance-related issues (28%), and aggression (17%). Similarly, among individuals with higher SES, the most common themes were mishaps and missteps (46%), aggression (32%), and performance-related issues (18%). Moreover, the similarities and differences between mothers and their daughters' personal shame memories will be analyzed in terms of memory characteristics. All analyses will be presented based on participant groups and socioeconomic status, and the results will be discussed.

EXAMINING RECIPROCAL RELATIONS BETWEEN SELF-CONCEPT AND SOCIAL EXCLUSION IN EARLY ADOLESCENCE – A WITHIN-PERSON APPROACH

Kristine Rensvik Viddal, Marte Trømborg, Lars Wichstrøm, Vera Skalicka

Norwegian University of Science and Technology (NTNU), Norway

kristine.viddal@ntnu.no

The development of a positive self-concept in adolescence, which is important for good mental health and well-being, is highly dependent on social interactions. However, experiencing social exclusion might thwart the fundamental human need for social belongingness, thereby threatening the development of an individual's self-worth. Notably, there is a dearth of longitudinal studies investigating how and to which extent social exclusion predicts the development of general self-concept in adolescents, and vice versa, whether self-concept prospectively relates to later social exclusion. In the present study we thus aimed to examine the reciprocal relations between self-concept and social exclusion in a community sample of 719 Norwegian adolescents from the Trondheim Early Secure Study, followed up biennially from ages 10 to 14. Self-concept was measured with the Self-Description Questionnaire (SDQ-I) (age 10) and the Revised Self-Perception Profile for Adolescence (SPPA-R) (ages 12 and 14) reported by the adolescents. Social exclusion was measured with 3 items from the Teacher Report Form (TRF). By applying a Random Intercept Cross-lagged Panel Model, which disentangles the between and within-person variance, we found that increased teacher-reported social exclusion at ages 10 and 12 predicted decreased self-concept two years later, at ages 12 and 14. There were no significant paths from self-concept to later social exclusion. These results highlight the detrimental effects of social exclusion on the development of self-concept during the transition from childhood to adolescence and early adolescence, supporting the tenets of the need-to-belong theory. Our findings imply that facilitating safe and inclusive social environment in schools might benefit the formation of a positive self-concept in adolescents.

SLEEP QUALITY OF CHILD AND MATERNAL RELATIONSHIP SATISFACTION: THE MEDIATOR ROLE OF MATERNAL SLEEP QUALITY

Nazlı Tutku Şeşen¹, Kutlu Kağan Türkarslan²

¹Atılım University Graduate School of Social Sciences; ²Ankara Medipol University Department of Psychology

kkturkarslan@hotmail.com

Although previous research has shown that having children can improve the overall well-being in couples, it may also negatively impact their relationship satisfaction. Sleep problems, particularly those experienced by children and mothers, may be potential factors influencing parents relationship dynamics. The present cross-sectional study aimed to examine the mediating role of maternal sleep quality in the relationship between child's sleep quality and maternal relationship satisfaction. The study sample consisted of 345 mothers ($M_{\text{age}} = 34.61$, $SD = 4.41$) who are over the age of 18 and have at least one child between the ages of 1 and 5. Participants completed measures assessing demographic information, their children's sleep quality, their own sleep quality, their relationship satisfaction, and their symptoms of depression, anxiety, and stress. Where mothers had more than one child, the data for the child with the lowest sleep quality was used. The results indicated that there was no significant direct effect of child's sleep quality on maternal relationship satisfaction, revealing a full mediation with significant indirect ($\beta = -.09$, $p < .05$) and total effects ($\beta = -.17$, $p < .01$). This finding suggests that lower sleep quality of child predicted lower maternal relationship satisfaction through lower maternal sleep quality. After controlling for variables correlated with maternal relationship satisfaction such as age, work status, smoking, screen time at bedtime, depression, anxiety, and stress, full mediation remained with significant indirect effect ($\beta = -.02$, $p < .05$). The present findings highlight the importance of addressing maternal sleep quality as a potential intervention target for enhancing maternal relationship satisfaction. Strategies such as improving maternal sleep hygiene, screening for sleep disorders, and implementing parenting education programmes may help mitigate the negative effects of children's sleep quality on maternal relationship satisfaction.

EFFECTS OF AN EARLY CHILDHOOD EMOTION REGULATION PROGRAM ON CHILDREN'S PROBLEM BEHAVIORS AND PARENTAL SELF-EFFICACY IN TÜRKİYE

Zeynep Özdoğru¹, İsa Kaya²

¹Fatih Sultan Mehmet Vakıf University, Türkiye; ²Fatih Sultan Mehmet Vakıf University, Türkiye
zeynep.ozdogru@stu.fsm.edu.tr

This study aimed to examine the effects of an emotion regulation program with family involvement that was implemented with Turkish preschool students on children's problem behaviors and parental self-efficacy. An emotion regulation program was developed for 4-6 year-old children by utilizing a literature review conducted on the topic and expert opinions on the draft program. The draft program was implemented with 30 students and their parents from an independent kindergarten in a pilot study. As a result of the pilot study, an 8-week emotion regulation program with family involvement was implemented with 76 students and their parents from two school-based kindergartens in the main study. The main study was designed with a quasi-experimental research method including three experimental groups as two emotion regulation program groups with and without family involvement and a control group. In both the pre- and post-test phases, children's problem behaviors were rated by their teachers using the Preschool and Kindergarten Behavior Scales (PKBS-2) and self-reported parental self-efficacy using the Berkeley Parenting Self-Efficacy Scale-Revised (BPSE-R). Data analyses showed that there were statistically significant differences in PKBS-2 post-test scores among the three experimental groups and in PKBS-2 pre- and post-test difference scores among the two experimental groups. There were no significant differences in BPSE-R scores. Results show that the emotion regulation program can be helpful in decreasing children's problem behaviors. On the other hand, the family involvement component of the program and its influence on parental self-efficacy should be reconsidered. Theoretical concepts and methodological limitations of the study were discussed.

EXPLORING THE PATTERNS OF ADOLESCENTS' POSITIVE AND NEGATIVE INTERACTION EXPERIENCES IN TRUSTING FRIENDSHIPS: A QUALITATIVE STUDY

Jana Fikrlová, Jan Šerek

The Psychology Research Institute (INPSY), Faculty of Social Studies, Masaryk University, Brno, Czech Republic

fikrlova@fss.muni.cz

Adolescents' interactions with peers shape their expectations of close friendships, which, in turn, influence relationship quality across the lifespan. While friendship expectations and quality have been extensively studied, little is known about the experiences from peer interactions that underlie them. Therefore, this study qualitatively explored the patterns of positive and negative interaction experiences with forming and maintaining trusting friendships with peers. We conducted eight focus groups ($N = 39$ participants; 48% women) with early (11–12 years), middle (14–15 years), and late (18–19 years) adolescents and a comparison sample of adults (30–50 years). The data were analysed using experiential reflexive thematic analysis. We developed four main themes: (1) Navigating similarities and differences, (2) Aligning words and actions, (3) Addressing help and support needs, and (4) Treating vulnerable information. In line with the social learning perspective, the results show how adolescents drew on positive and negative interaction experiences with peers, adapting their behaviour in similar future situations and refining their interpersonal skills (e.g., appropriate self-disclosure). Compared to adults, adolescents emphasised friends' confidentiality more and perceived shared age-specific experiences as a key reason friends empathised with them better than parents. This study provides deeper insight into adolescents' lived experiences of navigating the emerging needs for autonomy and intimacy in peer relationships and the reorientation from parents to peers when seeking help and support. The findings have practical implications for counsellors, educators, and parents to help adolescents cope with challenges unique to this developmental period.

CONTRIBUTIONS OF A PROFESSIONAL DEVELOPMENT MODEL ON CHILDREN ENGAGEMENT AND DEVELOPMENT IN CHILDCARE CENTERS

Ana Margarida Fialho¹, Andreia Carvalho¹, Cindy Carvalho¹, Silvana Martins¹, Vanessa Moutinho¹, Ana Teresa Brito^{2,3}, Cecília Aguiar⁴, Gabriela Portugal⁵, Joana Cadima⁶, Luísa Barros⁷, Raquel Corval¹

¹ProChild CoLab Against Poverty and Social Exclusion – Association, Portugal; ²Isipa; ³Fundação Brazelton-Gomes Pedro; ⁴Iscte - Instituto Universitário de Lisboa; ⁵Universidade de Aveiro; ⁶Faculdade de Psicologia e de Ciências da Educação, Universidade do Porto; ⁷Faculdade de Psicologia, Universidade de Lisboa

ana.fialho@prochildcolab.pt

High-quality early childhood education and care (ECEC) centers can serve as a protective environment for infants and toddlers, providing enriched experiences and relationships (Burchinal et al., 2015; Hamre, 2014). In deprived social and economic environments, opportunities for quality interactions between children and adults are important to minimise the potential negative impact of adversity (Shonkoff et al., 2012). Previous research has also consistently linked the high quality of pedagogical practices with greater gains in children's engagement and development (e.g., Burchinal et al., 2015; Pinto et al., 2019). To enhance childcare professionals' high-quality pedagogical practices, an evidence based multilevel professional development model, the Development and Education in Childcare (DEC), was developed and tested. DEC components include collaborative consultation, discussion groups, specialized training and leadership support. Within this framework, we aim to test the associations of the professionals' interaction quality on child engagement and development in childcare centers. To this purpose, 107 ECEC professionals and 424 infants and toddlers from 31 classrooms distributed by eight childcare centers in four Portuguese regions participated in this study, during three school years. The following procedures were adopted: (a) each classroom was observed at the beginning and at the end of each school year, using the Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2008) and the Individual Child Engagement Record — Revised (ICER-R; Kishida et al., 2008); and (b) child development was assessed by *Caregiver reported early development instrument* (CREDI; McCoy et al., 2017) and *Brief Infant-Toddler Social-emotional Assessment* (BITSEA; Briggs-Gowan & Carter, 2002, 2004). Results will be analyzed on a range of psychometric measures from pre- to post-test. We expect to contribute to the knowledge of factors related with early childhood development, identifying potential associations of the quality of adult-child interactions and children engagement.

ADAPTATION AND EVALUATION OF THE PEERS PROGRAM FOR ADOLESCENTS WITH AUTISM SPECTRUM DISORDER IN TURKEY

Aysun Doğan¹, Sezen Köse¹, Nagehan Demiral¹, Tezan Bildik¹, Pınar Algedik², Ayça Barklı¹, Gamze Yıldız¹, Hilal Mutlu¹, İpek İnal Kaleli¹, İlknur Çoban³

¹Ege University, Türkiye; ²Haliç Üniversitesi; ³Tekirdağ Namık Kemal Üniversitesi

doganaysun@gmail.com

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition characterized by deficits in social interaction, communication, and social skills, which manifest in early childhood and persist throughout lifespan. These challenges significantly affect children's and adolescents' ability to establish and maintain peer relationships. Research indicates that individuals with ASD frequently experience social exclusion, rejection, and bullying due to these difficulties. Consequently, there has been a growing emphasis on intervention programs designed to enhance social skills and facilitate friendships among children and adolescents with ASD. The main goal of this study is to adapt the Program for the Education and Enrichment of Relational Skills (PEERS), an evidence-based intervention aimed at improving the social and friendship skills of adolescents with ASD, into Turkish and to evaluate its effectiveness. PEERS has been implemented in many countries, demonstrating positive outcomes based on reports from adolescents, parents, and teachers. Research findings indicate improvements in social skills, peer relationships, empathy, and social awareness, alongside reductions in depression, anxiety, and loneliness. This study is particularly important as it represents the first evidence-based, parent-supported intervention program for ASD in Turkey.

The PEERS program is a 14-week intervention consisting of weekly 90-minute sessions. Concurrent adolescent and parent sessions were conducted in different rooms. The sample comprises 90 adolescents diagnosed with ASD based on DSM-5 criteria, aged between 12 and 18 years (85% male; M = 14.5). Participants were assigned to either an intervention group (n = 45) or a wait-list control group (n = 45). Data collection involved pre- and post-test assessments, including demographic surveys, social skills measures, frequency of social activities, and assessments of depression and anxiety. Data analysis is currently in progress. The findings of this study are expected to provide valuable insights for future scientific research and practical applications in the field of ASD interventions.

EMOTION REGULATION SKILLS IN CHILDREN AND ADOLESCENTS: A NATIONAL STUDY

**Fatma Betul Abut¹, Basak Sahin-Acar¹, Sibel Kazak Berument¹,
Aysun Dogan², Deniz Tahiroglu³**

¹Middle East Technical University, Türkiye; ²Ege University; ³Boğaziçi University
betulabut@gmail.com

Emotion regulation skills have an essential role in children and adolescents' social, cognitive, and academic development in various areas. Regulating and mitigating negative emotions, such as sadness and anger, leads to positive developmental outcomes, especially in the early years of life. Among the emotion regulation strategies, sadness management has an enhanced potential to provide information on coping with negative emotions, and thus it is important to investigate the sadness regulation skills in children and adolescents. This study aims to examine children and adolescents' sadness management skills and their predictors in a nationally representative sample. The study was collected from a total of 180 schools (elementary school, middle school, high school) which were randomly selected from various provinces in Turkey, and the students were randomly selected from each grade level. The students completed the questionnaires in school, and their mothers also filled out a separate online questionnaire form. A total of 5198 children and adolescents ($Mage=12.52$) participated in the study with their mothers, and 52% of the students were females. The results were analyzed through regression analysis and conducted separately for each subscale. It was found that mothers' reappraisal levels significantly increase childrens' emotion regulation skills ($\beta = .03, p = .044$). Also, mothers' suppression significantly increases childrens' both inhibition ($\beta = .04, p = .003$) and dysregulated expression ($\beta = .03, p = .034$). Additionally, while male students have higher scores on inhibition and emotion regulation coping compared to females, female students have higher scores on dysregulated expression than males. The results show that mothers' emotion regulation skills influence their childrens' sadness management skills. As the participants were representative of school-age children and adolescents, the results are thought to contribute to the literature for potential intervention programs and future emotion regulation studies.

CAMOUFLAGING AND MENTAL HEALTH IN ADULTS WITH COMORBID ASD AND GENDER DYSPHORIA: A DOUBLE-MINORITY PERSPECTIVE

Yuria Demizu, Keiichiro Ishimaru

Ochanomizu University, Japan

g2270304@edu.cc.ocha.ac.jp

Background: Individuals with Autism Spectrum Disorder (ASD) reportedly have more diverse gender identities than typically developing individuals. “Gender dysphoria (GD),” marked by a persistent incongruence between one’s assigned sex at birth and one’s gender identity, is associated with autistic traits (de Vries et al., 2010). Those with both ASD and GD—often called “double minorities”—experience social adaptation difficulties and negative mental health outcomes (Strang et al., 2023). “Camouflaging,” or masking autistic traits, has gained attention as a factor contributing to such difficulties in ASD. This behavior also appears in non-binary ASD individuals, a subset of GD, and may affect mental health (Hull et al., 2020). However, research on camouflaging and mental health in ASD+GD remains limited. Therefore, this study examined camouflaging behavior and mental health in adults with comorbid ASD and GD.

Method: Participants were adults (18+) diagnosed with GD, ASD, or both. Autistic traits were measured with the Autism-Spectrum Quotient (AQ), gender dysphoria with the Utrecht Gender Dysphoria Scale–Gender Spectrum (UGDS-DS), camouflaging with the Camouflaging Autistic Traits Questionnaire (CAT-Q), and mental health with the Patient Health Questionnaire (PHQ-9). A one-way ANOVA compared scores among three groups: GD only ($n = 170$), ASD only ($n = 278$), and ASD+GD ($n = 27$).

Results: Compared to GD-only and ASD-only groups, the ASD+GD group showed higher autistic traits ($F(2, 472) = 30.51, p < .001$) and higher mental health symptom scores ($F(2, 472) = 9.27, p < .001$). Moreover, compared to the ASD-only group, the ASD+GD group scored significantly higher on gender dysphoria ($F(2, 472) = 599.65, p < .001$) and camouflaging ($F(2, 472) = 4.64, p < .001$). These findings suggest that double-minority individuals exhibit stronger autistic traits, greater gender dysphoria, more pronounced mental health difficulties, and increased camouflaging behaviors.

DO BOYS AND GIRLS ON THE AUTISM SPECTRUM SPEAK ALIKE? EXPLORING VOCAL DIFFERENCES

Urszula Wielgat¹, Aleksander Wawer², Ewa Pisula¹, Izabela Chojnicka¹

¹Faculty of Psychology, University of Warsaw, Warsaw, Poland; ²Institute of Computer Science
Polish Academy of Sciences, Warsaw, Poland

u.wielgat@uw.edu.pl

Children and adolescents with autism spectrum disorder (ASD) exhibit distinct speech patterns in both content and sound compared to their typically developing peers. Boys and girls present ASD symptoms in distinct ways, including variations in their speech and vocal characteristics. However, gender differences in speech among individuals on the autism spectrum remain an underexplored area of research. Many studies focus primarily or exclusively on boys, resulting in gaps in our understanding of how speech characteristics may vary between genders. Addressing this research gap is crucial for developing a more comprehensive perspective on ASD and ensuring that speech-related findings are applicable to both boys and girls. This study examined gender differences in speech sound features in children and adolescents with ASD, focusing on key aspects such as fundamental frequency (F0), speech rate, and voice quality indicators, including Harmonic-to-Noise Ratio, jitter, and shimmer.

Speech samples were collected from 80 participants aged 6 to 17 years, who completed various speech tasks. These tasks included sections from the ADOS-2 assessment, reading texts with varying emotional tones, and reading words and pseudowords from the IDS-2 test. This approach ensured a mix of naturalistic and structured speech samples, providing a comprehensive dataset for analyzing gender-related differences in speech sound characteristics.

The collected data is currently undergoing computer-based analysis to assess how gender influences speech features in children with ASD. By focusing on these differences, the study aims to enhance our understanding of how males and females on the autism spectrum differ in vocal patterns. These findings may offer valuable insights into the role of gender in ASD profiles and contribute to a more comprehensive understanding of the gender-specific presentation of ASD.

WHEN MOTHER-IN-LAWS INTRUDE: RELATIONSHIP HARMONY WITH MOTHERS-IN-LAW PREDICTS PARENTING PRACTICES WITHIN A RELATIONAL CULTURE

Nebi Sümer¹, Ezgi Sakman²

¹Sabancı University, Türkiye; ²Bilkent University

nebisumer@sabanciuniv.edu

The present study investigates the role of relationships with mothers-in-law in predicting parenting behaviors among mothers with young children within the relational culture of Türkiye. In Turkish families, mothers-in-law maintain close relationships with their married children and provide active support, mainly for childcare, which often has consequential effects on marital and parenting dynamics. While their support can be beneficial, intrusive behaviors may contribute to marital discord and negative parenting practices. Based on the spillover hypothesis, we proposed that in-law harmony would predict parenting behaviors by impacting mothers' parenting competency and marital functioning.

Employing a large sample ($N = 2,766$), married mothers of young children (aged 0-3), we tested the power of in-law harmony in predicting mothers' supporting/stimulating parenting behaviors and harsh discipline with two mediational models, one for parenting competency and the other for the marital functioning. The first model yielded that in-law harmony predicted mothers' supporting/stimulating and harsh parenting behaviors through parenting competence and difficulty. The second model demonstrated that demonstrated that marital dissatisfaction, interparental conflict, and maternal depression mediated the links between in-law harmony and the two parenting behaviors. Findings suggested that disharmonious relationships with mothers-in-law make mothers feel less efficacious in their parenting behaviors and also deteriorate their marital relationships.

These findings highlight the silent role of mothers-in-law in nuclear family dynamics: supportive when relationships are positive but potentially disruptive when intrusive. The study suggests that fostering respectful and non-intrusive relationships with in-laws, particularly mothers-in-law, may enhance marital quality and promote better parenting practices in collectivist cultural contexts.

THE ROLE OF SUCCESSFUL AGING IN THE LINK BETWEEN CHRONIC PAIN AND DEPRESSIVE SYMPTOMS IN OLDER PEOPLE

Rūta Sargautytė, Kamilė Naujalytė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

ruta.sargautyte@fsf.vu.lt

Background and aims: A wealth of research leaves no room for doubt that people with chronic pain are vulnerable to depression. However, it remains unclear what might prevent the debilitating consequences of pain in older age. The aim of the study – to investigate whether the relationship between chronic pain and depression experienced by older people can be altered by successful aging, defined by the use of selection, optimization, and compensation strategies.

Participants and methods: 106 people experiencing chronic pain participated in the study. Their ages ranged from 65 to 93 years ($M = 72,12$, $SD = 6,39$), with 89,6% female and 10,4% male. The Pain Intensity, Enjoyment of Life, and General Activity Questionnaire (Krebs et al., 2009) was used to assess participants' chronic pain, and the Geriatric Depression Scale, short form (Sheikh & Yesavage, 1986) was used to assess depression. The short form of the Selection, Optimization, and Compensation Questionnaire (Freund & Baltes, 2002) was used to determine successful aging. A cross-sectional correlational study was conducted, and correlational and moderation regression analyses were applied to answer the research question.

Results and conclusions: The study results revealed that more severe chronic pain in older adults is associated with more significant depression. Additionally, successful aging and greater use of its strategies are essentially associated with lower depression. However, only the compensation strategy has an impact on the relationship between chronic pain and depression in the study sample. Using the compensation strategy less, more incredible chronic pain predicts higher depression while using compensation more breaks this relationship between chronic pain and depression. Thus, it was found that compensation has a moderating effect, weakening the relationship between chronic pain and depression in older adults.

THE NEURAL BASIS OF THIRD-PARTY PUNISHMENT, COMPENSATION AND REWARD AFTER SCHOOL BULLYING: AN ERP STUDY

Guanghui Chen, Fan Wang, Yuan Chang, Nuo Zhi, Jingsheng Shi

Shandong Normal University, People's Republic of China

wangfan970624@163.com

School bullying is an unfair and unethical event in social interactions, involving not only the bullies and victims but also bystanders. Notably, some of them actively intervene as defenders, effectively halting the bullying. Furthermore, individuals aware of the bullying yet not involved in it are classified as third parties. This study focused on the emotional, cognitive, and neural mechanisms of third-party behaviors (i.e., punishments of bully, compensations of victim, and rewards of defender) after school bullying. Critically, the study examined how these behaviors and their neural patterns develop across different age groups, with further consideration of the influence of gender. Employing event-related potential (ERP) technology, the study adapted a third-party behavior paradigm based on independently developed image materials. The sample consisted of 63 participants, including 29 adolescents ($M_{age} \pm SD = 13.24 \pm 0.74$, 15 males, 14 females) and 34 adults ($M_{age} \pm SD = 21.12 \pm 1.63$, 16 males, 18 females). Results revealed that: (1) The emotions elicited by different roles in bullying (i.e., anger toward the bully, sympathy for the victim, and happiness for the defender) predicted third-party behaviors. (2) Different third-party behaviors shared similar neural bases, all of which induced significant N1, P2, and LPP components, but punishment induced a larger P2 amplitude than compensation, suggesting that compensation may be more intuitive than punishment. (3) Age differences were observed in the early stages of attention and processing (N1, P2). Adults are generally more proficient at focusing on key details of bullying. However, due to the lack of social experience, adolescents are more susceptible to peer pressure and emotional factors, resulting in lower processing efficiency. (4) No significant gender differences were found in either the behavioral or neural measures, likely because third-party behaviors are driven more by socio-moral responsibility and situational assessment than gender.

THE TRANSITION TO RETIREMENT: HOW RETIREMENT INTENTIONS, WORKPLACE QUALITY AND SOCIAL ACTIVITY SHAPE OUTCOMES

**Antanas Kairys¹, Ieva Urbanavičiūtė¹, Olga Zamalijeva¹,
Raimonda Sadauskaitė¹, Ieva Reine^{2,3}**

¹Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania; ²Uppsala University, Department of Public Health and Caring Sciences, Sweden; ³Rīga Stradiņš University, Statistics Unit, Latvia

antanas.kairys@fsf.vu.lt

Background. The transition to retirement is a significant life event that alters an individual's social status, as well as their psychological and financial well-being. Given the aging workforce, there has also been an increasing emphasis at the macro level on preventing premature retirement. From both individual and employer perspectives, it is therefore crucial to understand the factors that motivate older workers to remain active in the labor market. In this study, we aimed to address this question as part of the project "Sustainable working-life for ageing populations in the Nordic-Baltic region" (No.139986 financed by NordForsk).

Method. We utilized data from the 7th (baseline) and 9th waves of the Survey of Health, Ageing and Retirement in Europe (SHARE). At baseline, the dataset included responses from 8160 employed individuals across 27 countries (aged 50–84 years; $M=57.7$, $SD=4.3$; 56.5% women). All predictors were measured at Wave 7 and included age, gender, retirement intentions, workplace quality, and social activity. The outcome variable, employment status (working vs. not working), was measured four years later at Wave 9. To account for the nested data structure, a mixed-effects model with random intercepts was applied.

Results. Approximately 12% of the variation in the outcome variable was attributable to country-level factors. Employment status was predicted by male gender, younger age, lack of retirement intentions, higher workplace quality, and social activity (e.g., participation in various learning activities). Moreover, age and engagement in volunteering moderated the relationship between retirement intentions and employment status.

Implications. Our findings illustrate how retirement intentions translate into actual retirement among workers aged 50+. While this transition is natural process that marks the final phase of career development, our study highlights to the role of potential boundary conditions that may either accelerate or delay its occurrence.

WORKERS IN NURSING AND CARE INSTITUTIONS ARE IMPACTED BY THEIR ATTITUDES TOWARD AGING AND THEIR EMPATHY FOR CLIENTS

Rūta Sargautytė, Gabrielė Gudynaitė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

ruta.sargautyte@fsf.vu.lt

Background and aims: Specific stressful factors of care and nursing institutions, attitudes to aging, and empathy are mainly studied as having significance for clients' psychological well-being. This study aims to find the links between the psychological well-being of care and nursing institution employees and their attitude to aging and empathy for clients, as this would improve the efficiency of care and care and the well-being of clients.

Methods: The study included 103 employees of Vilnius city and district nursing and care institutions (89.3% - women). An anonymous questionnaire was utilized that included three scales: the Questionnaire on Aging Stereotypes, Jefferson's Empathy Scale, and the Depression, Anxiety, and Stress Scale – 21 (DASS-21), alongside demographic questions.

Results: The results indicated direct and indirect relationships among several factors. Specifically, care and nursing facility employees who held negative attitudes toward aging and exhibited lower empathy for clients tended to experience greater difficulties regarding psychological well-being, including higher symptoms of anxiety, depression, and stress. Moreover, negative attitudes toward aging not only predicted lower levels of empathy for clients but also suggested that this lack of empathy further contributed to psychological well-being challenges.

Conclusions: In conclusion, the psychological well-being of employees in care and nursing facilities is influenced by their attitudes toward aging and their empathy for clients, indicating that these factors may impact one another.

INVISIBLE CHILDREN: EXAMINING THE CHARACTERISTICS AND WELL-BEING OF CHILDREN WHO RECEIVE LITTLE TO NO PEER ATTENTION AT SCHOOL

Mallory A. Millett¹, Yvonne H. M. van den Berg², Nathalie Hoekstra², Antonius H. N. Cillessen²

¹Brigham Young University, United States of America; ²Behavioural Science Institute, Radboud University, The Netherlands

mallory.millett@byu.edu

Peer-nominations have long been used as an important method for understanding both positive (popularity, likeability, friendship) and negative (rejection, bullying, victimization) aspects of classroom social dynamics. Traditionally, this work has focused on those who receive a high number of positive and/or negative nominations from their classmates. However, relatively little attention has been given to understanding the characteristics and well-being of children who receive very few (or even zero) positive *or* negative nominations. In the early days of peer relations research, it had been assumed that shy children were likely to be among those who received few nominations from peers, but this was disproven by several studies showing that shy children receive higher than average numbers of “dislike” nominations (Rubin et al., 1989; Richmond et al., 1985). Thus, if children who receive very few nominations are not shy, the question remains as to who these “invisible” children are and how they are doing socially and emotionally. The aim of this study will be to address these questions.

This study has two parts. First, we will use large scale data (n = 75,000) from Stoeltjesdans (an educational tool in the Netherlands that helps teachers to use peer nominations to monitor classroom social dynamics) to determine how often children receive zero nominations from peers and how this may be associated with classroom climate and broader measures of well-being. Then, we use data from Project Safe at School (n = 1624; <https://osf.io/57z9a>) to zoom in on how receiving little to no peer attention is associated with more specific measures of well-being (depression, social anxiety, loneliness, and self-esteem) and school engagement (working hard/participating in school and enjoying school). Results will be forthcoming; however we hope that findings may aid teachers in identifying and supporting children who may otherwise go unnoticed.

EMOTIONAL SUPPORT NETWORKS AND SCHOOL BONDING AMONG BLACK ADOLESCENTS: THE ROLE OF FAMILY AND FRIENDS

Anushree Bhatia

University of Michigan, United States of America

anbhatia@umich.edu

A widely accepted view in developmental psychology holds that as children transition into adolescence, peers replace parents as the primary source of emotional support for school. However, this may not fully capture the experiences of marginalized youth in the Global North, where racial-ethnic minority communities often place strong cultural value on family support. Black adolescents may also experience lower school engagement and weaker school bonding due to feeling othered in educational spaces. Given that both family and peer relationships may be equally influential in Black communities, this study examines how emotional support from these sources interacts to promote school bonding during early adolescence.

This study, part of a larger project on Black adolescents' social support and school experiences, focuses on how emotional support from family and peers predicts school bonding. Using data from the National Survey of American Life Adolescent Supplement ($N = 1,170$; $M_{age} = 15$, $SD = 1.40$), we find that the positive impact of peer emotional support on school bonding is strongest when family emotional support is also high. A significant interaction ($b = 0.08$, $t(769) = 2.13$, $p = .03$) indicates that peer emotional support predicts school bonding when family emotional support is high or average but is not significant when family support is low. These findings suggest that while peers are often viewed as the most influential source of support for adolescents, their impact on school bonding is amplified when they also receive emotional support at home.

By examining how different support sources reinforce one another, this study extends existing research on adolescent development and school engagement. Partnerships and programming that strengthen links between both peer and family emotional support systems may be key to promoting success for adolescents in middle school, particularly for those navigating systemic barriers in education.

THE ROLE OF BASIC PSYCHOLOGICAL NEEDS IN SCHOOL PEER VIOLENCE: A MULTI-LEVEL COMPARATIVE STUDY OF EDUCATIONAL FRAMEWORKS

Sophie Walsh, Chen Bello

Bar Ilan University, Israel

walshs@biu.ac.il

Prior research suggests that levels of basic psychological needs of autonomy, belonging and competence of students predict involvement in school peer violence. However, studies have, to date, focused on analysis at the individual level and largely ignored the existence of these needs at a school level. Using data from the Israeli Health Behaviors of School-Aged Children (HBSC) 2022-23 survey, the current study takes a multi-level approach to examine the relationship between psychological needs at both the student and school level, and levels of peer violence. It also extends previous research by examining this relationship in both traditional and democratic educational settings. The sample consists of 3,782 students from 35 public schools. Results at the student level indicate that higher levels of competence and belonging predicted lower involvement in peer violence as both perpetrator and victim. At the school level, greater competence predicted reduced bullying, cyberbullying victimization, and involvement in fights, but belonging was unexpectedly associated with higher rates of bullying and fighting. Autonomy did not have a significant effect at either level. Furthermore, students in democratic schools reported higher autonomy and belonging, as well as lower peer violence, compared to their peers in traditional schools. However, autonomy, belonging, and competence did not mediate the relationship between school type and peer violence involvement. This study addresses a gap in the literature regarding the role of psychological needs at the school level and offers new insights into peer violence dynamics within alternate school environments.

RESPONSE BY CYBERBULLYING BYSTANDERS: THE ROLES OF PROXIMITY TO THE PERPETRATOR AND PRESENT-FATALISTIC TIME PERSPECTIVE IN YOUNG ADULTS

Antanas Kairys, Goda Gegieckaitė, Vilmantė Pakalniškienė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

antanas.kairys@fsf.vu.lt

Cyberbullying on the internet often are witnessed by bystanders and their response can have an effect on whether these acts will amplify. Therefore, it is important to understand factors related to bystanders' actions. The aim of the study was to examine the bystanders' proximity to perpetrator effect on their responses and whether the level of person's present-fatalistic time perspective (PFTP; perceived lack of control of their life), will moderate the response. This research has received funding from the Research Council of Lithuania (LMTLT), agreement No.S-LL-21-1.

Methods. 221 participants (aged 19-25; 57,5% women) participated in an online experiment. Participants' PFTP was measured with short version of the Zimbardo Time Perspective Inventory (Zimbardo & Boyd, 1999). After they were randomly assigned to one of three groups, instructed to imagine the perpetrator as: a close friend, an acquaintance, or a stranger. They then read 10 offensive comments presented in a format resembling a social media platform. Afterward, participants indicated the actions they would take in response to such a scenario. Linear regression models were fitted for each outcome variable, with PFTP, experimental group, and their interaction as predictors.

Results. The interaction between PFTP and group membership was significant for several behavioral reactions. A higher PFTP reduced the perceived likelihood of reacting when the perpetrator was a close friend. For instance, participants with a higher PFTP were less likely to write a personal message to the perpetrator if he/she was a close friend. However, this effect did not emerge when the perpetrator was presented as an acquaintance or a stranger.

Discussion. Study findings reveal that the impact of a perpetrator proximity to the bystander varies depending on the bystander's PFTP. Bystanders might be less likely to interfere with their friend committing cyberbullying if they believe that their actions have little influence over the future.

“COMPLICATING FACTORS”: INVESTIGATING OCCUPATIONAL COMPLEXITY AS A MEASURE OF COGNITIVE RESERVE AMONG OLDER IRISH ADULTS

Niall Costello¹, Silvin Knight², Flavia H Santos¹, Jennifer E Symonds³

¹University College Dublin, Ireland; ²Trinity College Dublin; ³University College London

niall.costello2@ucdconnect.ie

Objective: Evidence identifies the benefits that occupations high in complexity have on cognition among older adults. As such, occupational complexity has been proposed as a proxy measure of cognitive reserve, but few studies test the potential moderating influence of occupational complexity on a measure of brain disease and cognition. The study aims to investigate if occupational complexity benefits cognition in later life, and if it moderates the relationship between white matter hyperintensities and cognition.

Method: Using Structural Equation Modelling (SEM) and data from the MRI study of the Irish Longitudinal Study on Ageing (TILDA) at wave one and wave three (N = 346 (48% Female), Mean age: 71 years (62-80)) the study tested if three different types of occupational complexity (data, people, things) have an impact on a cognitive processing speed factor, and if complexity moderates the relationship between white matter hyperintensities and processing speed.

Results: The final SEM model was a good fit ($\chi^2_{2,46} = 108.110$, $p < 0.001$; CFI = 0.938, TLI = 0.916; RMSEA = 0.058 (CI90 = 0.062, 0.061), SRMR = 0.076). Occupational complexity in data was the only complexity metric that was associated with better processing speed performance ($\beta = -0.126$, $p < 0.001$). White matter hyperintensities were associated with poor performance on the factor ($\beta = 0.064$, $p < 0.001$). However, data complexity did not moderate the relationship between white matter hyperintensities and cognitive processing speed.

Conclusion: The results indicate that jobs high in data complexity demands do have an independent effect on processing speed ability in older adulthood, but it does not moderate the relationship between white matter hyperintensities and processing speed. While further investigations are recommended, occupational complexity may have limited value as a measure of cognitive reserve.

CAREER DEVELOPMENT OF MUSEUM WORKERS: APPLYING A SOCIOCULTURAL PSYCHOLOGICAL APPROACH OF MUSEUM DEVELOPMENT TO PROFESSIONAL PRACTICE

Louis Kernahan

University of Neuchâtel, Switzerland

louis.kernahan@unine.ch

Through millennia, we have seen the cultural symbol, the museum, evolve, in myriad facets, such as, function and audience. We can also see changes reflected museum practice, theory and its workforce. Contemporarily, modern ideas and digital skills bring innovation from younger professionals. This is the case with the National Railway Museum (NRM), UK. Abundant psychological literature (or literature which uses psychological models) situated within the museum aims to explore audience or visitor experience while areas such as museum change and development are largely unexplored by psychologists. Here, a research approach steeped in the sociocultural psychology approach, concentrates upon imagination and collective memory as catalysts of change on the micro, onto, and sociogenetic levels, we will address the main question: *How is museum development supported by, and transactional of its workforce?* By addressing this main research question, this research project acts as a novel approach to museum change as well as have a psychological understanding of museum work as future-oriented behaviour. With research based on ethnography within the NRM, which included interviews, archival research, as well as desk research. This oral presentation concentrates upon the qualitative analysis of interview data within the author's research, as well as interviews conducted within the podcast *The Hidden Constellation* (Frost, 2022) to deepen the understanding the career development of museum professionals across multiple genetic levels. The former data were collected via the narrative interview technique (n=9, Bauer & Jovchelovitch, 2000). By triangulating these preliminary analyses, it is expected that we will be able to highlight that imaginative processes of the museum professionals across time enable future-oriented behaviours within the museum context, such as facilitating exhibition creation and enhancing visitor experience. Additionally, we will be able to understand how the imagination of professionals responds to and acts in response to sociogenetic changes across their career trajectory.

FUELING YOUNG MINDS: HOW EPISTEMIC CURIOSITY SHAPES SCIENTIFIC REASONING AND SCIENCE KNOWLEDGE IN ELEMENTARY SCHOOL – A LONGITUDINAL STUDY

Susanne Koerber, Christopher Osterhaus

Freiburg University of Education, Germany

Susanne.koerber@ph-freiburg.de

This longitudinal study investigates the impact of epistemic curiosity—both general curiosity and its subtypes—on scientific reasoning and domain-specific physics knowledge throughout elementary school. We explore whether curiosity is associated with science competencies beyond prior knowledge and cognitive factors, and whether its influence differs between scientific reasoning and science knowledge. While previous research suggests that deficit-driven curiosity (D-type) is primarily associated with scientific reasoning, we hypothesize that both D- type and interest-driven (I-type) curiosity contribute to science competencies, especially in elementary school age.

Parents of 122 children (mean age = 6.16 years; SD = 3.65 months in kindergarten; 71 girls) completed a 10-item epistemic curiosity questionnaire assessing I-type and D-type curiosity. Scientific reasoning was measured using the SK-I Inventory, and science knowledge was assessed with a test on physics concepts. Children were followed from kindergarten through grades 3 and 4.

Results revealed that scientific reasoning was significantly predicted by overall epistemic curiosity (but not by D-type alone) in Grades 1 and 3 ($\beta = .203; .179$, respectively), even when controlling for prior reasoning and intelligence. Science knowledge, in contrast, was predicted by I-type curiosity alone in Grades 1, 3, and 4 ($\beta = .223; .245; .221$, respectively).

These findings challenge prior assumptions that D-type curiosity drives scientific reasoning and emphasize the importance of both curiosity types, particularly in early years. As children mature, I-type curiosity plays a greater role in domain-specific knowledge. This study underscores curiosity's critical, often underappreciated role in science competencies at the start of formal schooling.

A grayscale photograph of a historic building courtyard. The building features a prominent triangular pediment with three circular windows. The courtyard is filled with a large, leafy tree in the foreground. In the background, a church tower with a dome and spire is visible against a light sky.

5-MINUTES THESIS PRESENTATIONS

PROMOTING GREEN HEARTS: AN ASSOCIATION BETWEEN ENVIRONMENTAL VALUES AND CIVIC ENGAGEMENT AMONG EMERGING ADULTS

Shubhangi Bhardwaj, Chiaki Konishi

McGill University, Canada

shubhangi.bhardwaj@mail.mcgill.ca

Environmental civic engagement (ECE) (i.e., peoples' collaborative action to address a common issue; Flanagan & Bundick, 2011), has been recognized as a way to mitigate climate change effects (Gelissen, 2007). In fact, environmental values (EVs) and specifically, perception of socializers' EVs (Chawla, 1999) have been recognized in ECE of emerging adults. However, perceived EVs of teachers has not been studied yet despite educational institutions' role in student values/behavior (e.g., Husin & Saleh, 2019). Additionally, the role of emotions between EVs and engagement (e.g., Li et al., 2022), and ECE's connection with well-being (Martin et al., 2020) has also been indicated. Thus, the relationship between emerging adults' perception of parents, teachers, and peers' EVs and their own ECE was examined along with the role of emotional relatedness with nature, besides the contribution of ECE to well-being.

Results from path analysis on 71 university students (80.3% women; $M_{age} = 23.13$, $SD = 2.94$) indicated that emerging adults' perception of only their peers' EVs was related to their own emotional relatedness with nature, $\beta = .514$, $p < .001$, and perception of their parents' EVs was linked to their own ECE, $\beta = .267$, $p = .037$. However, perception of teachers, $\beta = -.119$, $p = .470$; and peers' EVs, $\beta = .109$, $p = .555$; were not related to their own ECE, nor did emotional relatedness with nature mediate the relationship between ECE and perceived EVs of parents, $\beta = .001$, $p = .971$; teachers, $\beta = .000$, $p = .999$; and peers, $\beta = .010$, $p = .911$, respectively. ECE was not related to well-being, $\beta = .195$, $p = .076$.

Findings highlight the important role of parental values in ECE besides the new value-emotion connection, thus contributing to policy making besides the possible role of interventions in ECE.

MORE THAN JUST ENDURING – MENTAL HEALTH AND WELL-BEING AMONG SWEDISH YOUNG ADULTS WHO CEASED SELF-INJURING SINCE ADOLESCENCE

Benjamin Claréus

Kristianstad University, Sweden

benjamin.clareus@hkr.se

Non-suicidal self-injury (NSSI) includes non-lethal behaviours like cutting or hitting oneself, typically not intended as suicidal. NSSI is associated with adversity and mental health problems, and can be used to manage and endure such distress. While most adolescents who self-injure stop before reaching adulthood, little is known about their current situation and what facilitates NSSI cessation alongside improved health. This dissertation aimed to investigate:

1. The mental health and well-being of Swedish young adults who ceased NSSI since adolescence.
2. The psychosocial conditions facilitating NSSI cessation and psychological growth between adolescence–adulthood.

Data from the longitudinal SoL project was utilized. Participants completed questionnaires in 2007 (T1: $N = 992$, mean age = 13.73), 2008 (T2: $N = 987$, mean age = 14.78), and 2017 (T3: $N = 557$, mean age = 25.33). Additionally, 11 respondents were interviewed in 2018.

Results indicate: (aim 1) Adolescent NSSI is linked to negative life events, depression, anxiety, and stress in adulthood. However, young adults who ceased NSSI reported higher emotional regulation, well-being, and resilience compared to those who continued. (aim 2) Cessation could not be predicted from adolescent psychosocial functioning, but interviews identified agency as crucial in ceasing NSSI in conjunction with improved well-being. Intentionality was ascribed to positive life experiences; accordingly, those who ceased NSSI reported more positive life events 1–5 years prior compared to those who continued.

In conclusion, young adults who ceased NSSI still face distress from past and recent mental health issues and adversity. Initiating and sustaining behavioural change within detrimental contexts is difficult, and ceasing NSSI in such contexts does not equate psychological growth. However, sensing agency and positive experiences can make life meaningful despite ongoing challenges, making life become more than something that needs to be endured.

PARENTS' MENTAL HEALTH LITERACY FOR SUPPORTING CHILDREN WITH OPPOSITIONAL DEFIANT DISORDER AND ATTENTION DEFICIT AND HYPERACTIVITY DISORDER: COMPARING AUSTRALIAN AND BANGLADESHI MIGRANT PARENTS

Rokshana Akhter, Karen Mattock, Renu Narchal, Craig Gonsalvez, Fran Doyle

Western Sydney University, Australia

22112455@student.westernsydney.edu.au

Mental Health Literacy for Supporting Children (MHLSC) refers to adults' knowledge and beliefs about mental health problems (MHP) in children, and is essential for their prevention, early recognition, reducing stigma, and promoting timely access to appropriate interventions and management. Understanding the levels of MHLSC among parents, particularly for specific childhood disorders such as Attention Deficit and Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD), is crucial for designing targeted interventions to improve awareness and treatment uptake. Migrants in Australia often exhibit lower levels of mental health literacy compared to non-migrants, with engagement in support services hindered by factors such as stigma and cultural barriers. This study aims to: (1) compare MHLSC for ADHD and ODD in Bangladeshi Migrant parents, (2) examine differences in MHLSC across key domains—problem recognition, help-seeking attitudes, knowledge of interventions, self-help, and finding mental health information—between non-migrant and Bangladeshi migrant parents, and (3) investigate whether acculturation moderates MHLSC for ADHD and ODD among Bangladeshi migrant parents. The study hypothesizes that problem recognition, identification, and knowledge about interventions will be higher for ADHD than ODD; Bangladeshi migrant parents will demonstrate lower MHLSC compared to non-migrant parents; and higher levels of acculturation to Australian culture will be associated with greater MHLSC in Bangladeshi migrant parents. The study is ongoing, but preliminary analysis of the data suggests that MHLSC is lower among Bangladeshi migrant parents compared to Australian parents. These findings highlight the need for culturally informed strategies to enhance mental health literacy and improve access to mental health services in migrant communities.

THE EFFECTIVENESS OF AN ATTACHMENT-BASED INTERVENTION IN INCREASING FOSTER PARENTING SELF-EFFICACY AND REDUCING BEHAVIORAL DIFFICULTIES IN FOSTER CHILDREN

**Tess Bretesché¹, Emmanuelle Toussaint², George M. Tarabulsky³,
Pauline Simon³, Anne Raynaud⁴, Fabien Bacro⁵**

¹Centre de Recherche en Education de Nantes (CREN), France; ²Pôle de pédopsychiatrie, EPSM Georges Mazurelle, La Roche-sur-Yon, France; ³École de Psychologie, Université Laval, Québec, Canada; ⁴Institut de la Parentalité, Floirac, France; ⁵Laboratoire de Psychologie des Pays de la Loire (LPPL), Nantes Université, France

tess.bretesche@univ-nantes.fr

In France, more than 381,000 children benefit from child welfare services, but only 38% of those requiring out-of-home care are placed with foster families (DRESS, 2024). In recent years, departments have struggled to recruit new foster carers. This lack of interest in the profession is partly explained by the sense of isolation reported by many professionals, especially when supporting children with severe disorders. In this context, developing innovative support methods to aid foster families and enhance children's well-being is crucial.

Our study evaluates the effectiveness of the Attachment Video-feedback Intervention (AVI) among children and foster families in France. Based on attachment theory, the AVI uses video feedback to enhance the sensitivity of caregivers, thereby supporting children's socio-emotional development (Moss et al., 2018). The study involved 40 children aged 18 months to 5 years and their foster parents, who were randomly assigned to either an intervention group or a control group. To examine the effectiveness of the AVI, pre- and post-tests have been carried out for both study groups. Foster carers' perceptions of self-efficacy were assessed using the General Scale of Parental Self-Efficacy Belief (EGSCP; Meunier & Roskam, 2009), while children's behavior problems were evaluated using the Child Behavior Checklist (CBCL; Achenbach & Rescorla, 2000).

This presentation will describe the implementation of the AVI program and present part of the research findings, suggesting that foster parents who participated in the AVI program reported greater confidence in their caregiving abilities, which in turn positively influenced the children's behavior problems. We will highlight the importance of these results in shaping recommendations for practice and public child protection policies. By providing foster parents with enhanced tools for understanding and responding to children's emotional needs, we hope to improve both the well-being of children and the sustainability of foster care placements.

PERSONAL AND VICARIOUS LIFE STORIES OF YOUNG ROMANTIC COUPLES

Yağmur İlğün¹, Basak Sahin-Acar²

¹Middle East Technical University, Türkiye & International Federation of Red Cross and Red Crescent Societies (IFRC); ²Middle East Technical University, Türkiye

ilgunyagmur@gmail.com

This three-study dissertation investigated similarities and differences between personal and vicarious life story narratives, specifically high point, low point, and turning point memories, within romantic couples.

In Study 1 ($N = 64$, $Mage = 28.15$, $SD = 5.76$), qualitative analyses examined the thematic overlap between personal and vicarious narratives. Results showed that themes in personal life stories were closely mirrored in vicarious life stories.

Study 2 ($N = 314$, $Mage = 25.61$, $SD = 4.33$) employed a mixed-methods design to investigate phenomenological characteristics (valence, vividness) and autobiographical memory functions (self, social, and directive). Gender differences were also explored. Findings indicated positive associations between personal and vicarious narratives on memory functions. Personal narratives, however, were consistently rated higher on self, social, and directive functions, as well as vividness across all narrative types. For valence, only personal high point memories were rated more positively than their vicarious counterparts. In addition, no gender differences were observed.

Study 3 ($N = 238$, $Mage = 21.11$, $SD = 1.06$) replicated Study 2, confirming that phenomenological characteristics and memory functions in personal narratives were positively associated with their vicarious counterparts. Again, personal narratives were rated higher on functions and vividness across all narrative points and on the valence of high point memories, with no gender differences observed.

Overall, these findings suggest that the ways individuals recall their personal pasts are closely connected to how they remember the significant experiences of close others, particularly romantic partners. Although personal narratives were generally richer in autobiographical memory functions and emotional tone, vicarious memories showed parallel phenomenology and functions, underscoring their psychological significance.

ATTACHMENT THEORY IN PRACTICE: OBSERVING CHILD-EDUCATOR RELATIONSHIPS IN EARLY CHILDHOOD EDUCATION AND CARE

Charlotte Casey¹, Karen Thorpe¹, Sandy Houen¹, Aisling Mulvihill¹, Karen Hazell Raine², Sally Staton¹

¹University of Queensland, Australia; ²Charles Darwin University, Australia

charlotte.casey@uq.edu.au

Attachment theory provides a framework to understand the developmental significance of children's relationships with adult caregivers. Research has largely focused on parent-child attachment, linking its quality to socioemotional and cognitive development. However, Early Childhood Education and Care (ECEC) environments are increasingly part of children's early social experiences, positioning educators as key attachment figures.

Attachment theory identifies separations from caregivers as significant points to observe attachment quality. Accordingly, the 'gold standard' measure of mother-child attachment, the Strange Situation Procedure (SSP), uses brief separations and reunions to assess attachment quality. In ECEC, the possibility of assessing attachment is presented daily at drop-off where a naturally occurring departure between parent and child, and reunion between educator and child, occurs. In this presentation we explore a novel modification of the SSP coding procedure, assessing construct and convergent validity of its application to measuring child-educator attachment relationships within an ECEC setting.

Across nine ECEC centres, observations of 76 toddlers, their parents/guardians, and 31 educators were taken at drop-off. Educators and parents/guardians provided demographic details via surveys. Video observations of drop-off were coded using the modified SSP to assess child-educator attachment. Educator sensitivity was assessed using CLASS Toddler version. The Attachment Q-Sort (AQS) was conducted with 34 target children to assess quality of the attachment between a child and target educator.

In this presentation we discuss findings on the modified SSP coding method, comparing attachment behaviours and educator's CLASS sensitivity scores to assess construct validity, and attachment behaviours and AQS scores to assess convergent validity. We propose directions for future research and discuss how findings relate to children's developmental outcomes.

RANDOMIZED CONTROLLED TRIAL EVALUATING THE EFFECTIVENESS OF A GROUP PARENT-LED CBT INTERVENTION FOR PARENTS OF CHILDREN WITH ANXIETY

Marie Polaskova^{1,2}, Marta Fiserova², Anna Kagstrom^{2,3}

¹Department of Psychology, Charles University, Prague, Czech Republic; ²Department of Public Mental Health, National Institute of Mental Health, Czech Republic; ³WHO Collaborating Center for Public Mental Health Research and Service Development

marie.polaskova@nudz.cz

Introduction. Childhood mental health disorders, particularly anxiety, are a global challenge, affecting millions of young people worldwide. In Czechia, the prevalence of mental health disorders among children is comparable, yet access to specialised care remains limited. Parent intervention programmes have shown significant effectiveness in reducing childhood anxiety globally, offering a time-efficient solution. However, evidence-based parenting programmes are scarce in Czechia. This randomised controlled trial (RCT) aims to evaluate the effectiveness of a culturally adapted, group-based, parent-led cognitive behavioural therapy (CBT) intervention (Halldorsson et al., 2021), originally developed at the University of Oxford, within the Czech context.

Method. This RCT employs a mixed-methods design, enrolling over 200 parents of children with anxiety symptoms. Participants are randomised into intervention or control groups. 16 pairs of parent trainers, trained in the translated and adapted group parent-led CBT intervention, facilitate groups of 8–10 parents. Parents in the intervention arm complete a questionnaire battery at baseline, immediately post-intervention (6 weeks from randomisation), and at 3 months post-randomisation. Control group participants complete the same questionnaires at equivalent time points and are offered the intervention after 3 months, if desired. The primary outcome is the change in parent-reported child anxiety symptoms between groups from baseline to post-intervention. Secondary outcomes include child self-reported anxiety measures at baseline and 3 months post-randomisation.

Discussion. Running at the National Institute of Mental Health in Czechia since November 2024 and concluding in June 2025, this trial investigates whether the parent-led CBT intervention significantly reduces anxiety symptoms in children compared to a waitlist control group. The findings will provide critical insights into the potential scalability and financial sustainability of this intervention, with the ultimate goal of integrating it into the Czech mental health care system.

RESILIENCE AS A MODERATOR OF UNIVERSITY STUDENTS' COPING AND WELL-BEING DURING AND AFTER THE PANDEMIC

**Rong Xia, Heta Tuominen, Riikka Hirvonen, Anna Maria Rawlings,
Jaana Viljaranta, Henriikka Juntunen, Markku Niemivirta**

University of Eastern Finland

rongxia@uef.fi

The overall aim of this PhD project is to examine the role of resilience in Finnish university students' coping and well-being during and after the COVID-19 pandemic. The data come from the "University students' motivation and well-being during and after the COVID-19 pandemic" (COPE) project, which includes four measurement points between 2021-2023 (total N ≈ 3000).

Study 1 will examine how resilience predicts coping strategies using cross-sectional data from the first measurement point (May–June 2020). Latent profile analysis will be used to identify coping profiles. At least three coping profiles are expected: highly functional, generally low, and dysfunctional. We hypothesize that higher resilience increases the likelihood of functional coping, while perceived demands and COVID-19 anxiety predict dysfunctional coping.

Study 2 will explore how changes in resilience relate to burnout and engagement between the second (December 2020–January 2021) and third (May–June 2021) measurement points through latent change score analysis. We expect declines in both resilience and the different indicators of well-being, with these changes being interrelated, so that a decline in resilience is correlated with increased burnout and reduced engagement.

Study 3 will investigate resilience as a moderator in the relationship between perceived demands and recovery across four measurement points (May 2020–March 2023) using linear mixed models. Recovery is expected to decline during the pandemic and improve by 2023. We also hypothesize that perceived demands negatively affect recovery, with the effect being stronger for individuals with lower resilience.

This research will contribute to understanding how resilience shapes coping and well-being trajectories, offering insights to inform interventions that build resilience and support mental health in higher education. The result of this work will also help individuals and universities prepare for new unexpected challenges and situations.

DO YOU SEE WHAT I SEE (DYSWIS)? INVESTIGATING INDIVIDUAL DIFFERENCES IN SPONTANEOUS VISUO-SPATIAL PERSPECTIVE-TAKING

Serena Maria Stagnitto

University of Pavia, Italy

serenamaria.stagnitto@unipv.it

Traditionally, visuo-spatial perspective-taking (vPT) has been investigated as an ability to take the perspective of others when *explicitly* instructed to do so. However, more recent findings suggest that, even in the absence of explicit instruction, people sometimes take the visual perspective of others when observing a visual scene, that is, they engage in *spontaneous* vPT. To explain why, research has so far focused on features of the visual scene. Here, I focused on the observer, by testing a novel task, the *Do You See What I See* (DYSWIS) task, across two projects and six studies, with adults (N = 603; age range: 18-36 years) and children (N = 108; age range: 9-12 years). In both age groups, results revealed that, even in the absence of correct or incorrect perspectives, some people are systematically more likely than others to engage in spontaneous vPT, across conditions and when tested 2 weeks apart. Using mixed-model analyses, the associations with cognitive and dispositional measures have been explored. In adults, these individual differences correlated with the ability to take the perspective of others when explicitly instructed to do so, and with more dispositional measures, such as self-reported empathy, while they were not associated with cognitive measures. No significant relationship of spontaneous vPT with cognitive measures has been found in childhood as well. Children and adults did not differ in the extent of their spontaneous vPT, but children displayed more variability around their responses, possibly as a result of greater uncertainty. Taken together, this work demonstrated that people systematically differ in their spontaneous tendency to take the visual perspective of others. Given that this tendency is related to empathy, the study of vPT not only as an ability, but also as a disposition or motivation, becomes important.

PERSONALITY FUNCTIONING AND PEER RELATIONSHIPS IN ADOLESCENCE: A ONE-YEAR LONGITUDINAL STUDY

Agnė Grigaitė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

agne.sarockaite@fsf.stud.vu.lt

As the conceptualization of personality disorders evolves and the dimensional model gains prominence, personality functioning—defined as self and interpersonal processes on a continuum from adaptive to impaired—has become a key dimension of personality psychopathology. Developmental psychopathology research indicates that personality disorders can emerge in adolescence. However, studies on personality functioning development remain scarce due to ongoing conceptual shifts and the novelty of the construct. Adolescence is marked by an increased significance of peer relationships. This study examines the interaction between personality functioning and peer relationships over one year. The sample included 294 adolescents (ages 11-17, 64.6% girls), assessed at two time points. Measures included the Levels of Personality Functioning Questionnaire 12-18, Multidimensional Peer-Victimization Scale, Network of Relationships Inventory – Relationship Qualities Version, and the Adverse Childhood Experiences Questionnaire. Findings indicate that personality functioning difficulties, peer victimization, and best-friend relationship quality remain relatively stable over one year. Difficulties in personality functioning predict later discord with a best friend and increased peer rejection. Among individuals with a history of violence and/or neglect, personality functioning difficulties also predict prior peer rejection experiences. However, past peer victimization and best-friend relationship quality do not predict later difficulties in personality functioning. These findings contribute to understanding the development of personality functioning in adolescence, emphasizing the need for further longitudinal research.

EVALUATING THE IMPLEMENTATION AND SUSTAINABILITY OF AN EVIDENCE-BASED PARENTING PROGRAM IN REAL-WORLD SETTINGS

Rita Pinto

Center for Psychology at University of Porto, Faculty of Psychology and Educational Sciences,
University of Porto

ritapinto@fpce.up.pt

There is a knowledge gap about the implementation and sustained use of evidence-based parenting programs (EBPP) in real-world settings, particularly when delivered to families at psychosocial risk. This PhD research aimed to address this gap with four empirical studies within the field of implementation science. Through a scoping review, Study 1 mapped the evidence on the implementation of EBPPs under real-world conditions and identified knowledge gaps. This study revealed that implementation outcomes are usually not reported, with fidelity being the most reported outcome and sustainability one of the least reported. The remaining three studies addressed the implementation outcomes of the Standard Triple P (STP) parenting program with families involved with the Child Protection System (CPS). Study 2 assessed the implementation fidelity and identified practitioners' perceptions of modifications made and barriers and facilitators encountered throughout implementation. Study 3 was conducted five years after practitioners had completed the STP accreditation and assessed the extent to which the program was sustained over time and why. This study also explored the perspectives of practitioners, organizational managers, and system-level representatives of CPS on the characteristics of this system that may be influencing the sustained use of EBPPs. The findings of Studies 2 and 3 reinforced the importance of flexible delivery to address the multi-level factors that affect the implementation and sustained use of EBPPs in real-world settings. Study 4 aimed to examine whether families who completed STP were more likely to have their child protection case closed 12 months later than families who dropped out and whether program dosage predicted case closure. The results of this study supported the positive effect of program completion and dosage on CPS discharge. Overall, this research project contributes to the transfer of scientific knowledge to the field of evidence-based parenting intervention practice, particularly with families at psychosocial risk.

WELL-BEING OF PLURILINGUAL MIGRANT LEARNERS IN FRANCE: A STUDY ON LIFE SATISFACTION, LANGUAGE ANXIETY AND ENJOYMENT

Inès Maksud^{1,2}, Delphine Guedat-Bittighoffer³, Isabelle Nocus²

¹Centre de Recherche en Education de Nantes (CREN), France; ²Laboratoire en Psychologie des Pays de la Loire (LPPL), France; ³Centre Interdisciplinaire de Recherche sur les Patrimoines en Lettres et Langues (CIRPaLL), France

ines.maksud@gmail.com

Migrant allophone students, often weakened by difficult migration journeys (UNHCR, 2024), face linguistic insecurity and suboptimal educational conditions, such as linguistic submersion (Guedat-Bittighoffer, 2024). These factors not only influence their academic success but also their overall well-being, particularly their life satisfaction and emotions in language learning, such as foreign language enjoyment (Dewaele & MacIntyre, 2016). In this context, understanding the psychological state of these children is essential.

The study will draw on data collected from 72 students (primary, middle school, high school), from many different backgrounds (34 countries, 40 languages). To measure life satisfaction and emotion in language learning, validated scales will be used, such as the Multidimensional Student's Life Satisfaction Scale (MSLSS) in its abbreviated form (Coudronnière et al., 2017) and the Foreign Language Enjoyment and Anxiety scale (Guedat-Bittighoffer & Dewaele, 2023).

Preliminary results indicate that life satisfaction across four domains—family, school, self, and environment—is initially high but experiences a significant decline during high school, although it remains relatively elevated overall. Similarly, enjoyment in learning French, despite the challenging educational conditions faced by these students, is generally high but tends to decrease with age. Moreover, positive correlations have been observed between life satisfaction domains and enjoyment in learning, underscoring the major role positive emotions might have in supporting the linguistic and psychological development of migrant children.

This presentation will present the variation of life satisfaction and emotion in language learning depending on multiple variable such as gender, age, country of origin and school level, underscoring the importance of taking intercultural differences into account. By exploring their experiences and challenges, this presentation will highlight the importance of such studies to develop political and educational strategies in order to sustain their overall development.

“YOU NEVER KNOW HOW STRONG YOU ARE UNTIL BEING STRONG IS YOUR ONLY CHOICE”: ADOLESCENTS IN A CONTINUOUS STRESSFUL WAR

Shira Maya

University of Haifa, Israel

Shiramaya1@gmail.com

What happens when life as you know it is shattered in a single day? How do adolescents, during their formative years, navigate the sudden trauma of war, forced displacement, and prolonged uncertainty — and emerge with new strengths?

Adolescence is a crucial developmental stage, where exposure to prolonged war and conflict significantly impacts psychological well-being. This study examines post-traumatic growth (PTG) and resilience in adolescents living in the Gaza Envelope, who have experienced the Iron Swords War. Unlike traditional deficit-based approaches, our research highlights adaptive mechanisms that allow youth not only to survive, but to transform adversity into personal growth.

Using semi-structured interviews with 26 adolescents, we employed Interpretative Phenomenological Analysis (IPA) to explore their narratives. Findings indicate that despite experiencing trauma, hypervigilance, and survivors' guilt, many adolescents developed stress-adapted skills, including leadership, self-discipline, and emotional regulation. Engagement in meaningful activities, volunteering, and creative outlets played a crucial role in their coping.

This study emphasizes the paradox of Continuous Traumatic Situations (CTS)—while prolonged exposure to war heightens stress, it simultaneously fosters psychological resilience. Adolescents reframed their struggles as opportunities for self-discovery, strengthened social bonds, and found meaning through shared experiences. Their stories reveal how extreme adversity can lead to unexpected skills development, including enhanced problem-solving abilities, interpersonal sensitivity, and creative expression as mechanisms for emotional processing and improving self-worth.

Findings might suggest that structured intervention programs should not only focus on mitigating trauma but also on harnessing adolescents' resilience and adaptive growth. Schools, mental health professionals, and policymakers should adopt strength-based approaches that promote psychological flexibility, community engagement, and proactive coping strategies. By shifting the perspective from vulnerability to empowerment, we can better support youth in war zones, fostering their long-term development despite ongoing instability.

FROM JUMBLED SOUNDS AND SIGHTS TO HIGHER-ORDER PROCESSES: INVESTIGATING AUDIO-VISUAL SENSITIVITY TO INTERSENSORY SYNCHRONY AND ITS INFLUENCE ON EXECUTIVE FUNCTIONS, SELF-REGULATION, AND LANGUAGE IN TYPICAL AND ATYPICAL PRESCHOOL DEVELOPMENT

Silvia Ampollini, Ada Cigala

University of Parma, Italy

silvia.ampollini1@unipr.it

Sensory integration is increasingly recognized as a cornerstone of cognitive and social development. Through nine studies, this dissertation advances knowledge in this field by investigating Sensitivity to Intersensory Synchrony in a sample of 396 children aged 3 to 5 years, including 305 neurotypical preschoolers, 55 with Developmental Language Disorder, and 36 with a history of Childhood Maltreatment. Sensitivity to Intersensory Synchrony underpins sensory integration by enabling detection of cross-modal redundancies through temporal proximity.

This research employed an eye-tracking preferential looking task with audiovisual speech stimuli to examine its profiles in both typical and atypical development, considering age-related changes and its malleability in response to different formats of perceptual training (single- and multiple-session). The training consisted of simple, playful, and engaging activities designed to actively involve children in experiencing and reproducing multisensory synchrony. The potential foundational role of Sensitivity to Intersensory Synchrony in fostering higher-order processes crucial for future developmental outcomes was also examined, focusing on its relation with Executive Functions, Self-Regulation, and Language.

The findings revealed a more refined Sensitivity to Intersensory Synchrony in typically developing preschoolers than previously reported, along with distinct patterns of alteration in each atypical group. Furthermore, the results highlighted the foundational role of Sensitivity to Intersensory Synchrony in shaping the development of the investigated higher-order processes. Malleability was evident across groups, with improvements observed even after a single training session. In typical development, multiple-session training appeared to promote bottom-up virtuous cycles, reinforcing Executive Functions and Self-Regulation by building on their embodied roots in intersensory synchrony perception. However, findings indicated a more complex and dynamic developmental framework than initially expected.

While additional research is needed to confirm and expand these insights, this dissertation provides an initial theoretical framework and a practical approach to strengthening foundational perceptual mechanisms, increasingly recognized as key determinants of long-term developmental outcomes.

ONE OF A KIND? UNRAVELING THE COMPLEXITIES OF PARENTING ADOLESCENTS ACROSS TIME(SCALES) AND FAMILIES

Savannah Boele

Erasmus University Rotterdam, The Netherlands

s.boele@essb.eur.nl

Each person is a unique human being, *one of a kind*, shaped by many idiosyncratic experiences. One of the primary contexts in which we gain lifechanging experiences is the parent-child relationship. Indeed, many developmental theories converge on the idea that parents and children influence each other in heterogeneous ways across families (e.g., Belsky & Pluess, 2009; Bronfenbrenner, 2005). Despite these long-held theoretical beliefs and perhaps even common-held knowledge that families are not all alike, many empirical studies have mostly been dedicated to studying ‘the average family’ to identify general principles. The findings of my recent dissertation warn against such a nomothetic approach. In my dissertation, where I introduce a family-specific (idiographic) approach, I present evidence that every family might have its own unique “recipe” for how parenting and an adolescent’s functioning impact each other over time. For example, my findings suggest that it depends on the family whether parenting practices influence the adolescent’s everyday emotions and/or vice versa. To avoid that invalid inferences from ‘the average family’ to the individual family end up in the homes of real existing families, I therefore strongly encourage parenting science to prioritize the study of the individual family to start to grasp the real life complexities of parenting adolescents. In this 5-minute talk, I will briefly highlight my key findings and their practical and scientific implications.

RESILIENCE DEVELOPMENT UNDER ADVERSITY: A LONGITUDINAL STUDY ON THE EFFECTS OF MALTREATMENT IN ADOLESCENCE

Agniete Kairyte, Evaldas Kazlauskas, Paulina Zelviene

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

agniete.kairyte@fsf.vu.lt

Background. Adolescence is a developmental stage that might be marked by a higher risk of adverse life experiences and psychopathology. However, the role of various forms of maltreatment on changes in resilience in adolescence is still unknown.

Objective. The study aimed to investigate the trajectories of resilience in adolescence and explore its' associations with maltreatment exposure and mental health difficulties.

Method. The study was part of a large longitudinal project "Stress and Resilience in Adolescence" (STAR-A). The three-wave study, with two-year gaps between time points, took place in various schools in Lithuania. The study sample comprised 1295 adolescents at baseline, $n = 329$ at the second wave and $n = 849$ at the third wave. Based on baseline data, 57.4% were females; the sample mean age was 15.35 ($SD = 1.53$) years. The main measures included the Resilience scale-14 (RS-14), the Strengths and Difficulties Questionnaire (SDQ), and a questionnaire on exposure to maltreatment. The latent growth modeling approach was used to identify resilience trajectories.

Results. The two resilience latent classes were indicated: stable relatively high (91.4%) and stable relatively low (8.6%). Adolescents in the lower resilience group were more frequently exposed to at least one form of neglect, verbal abuse, physical abuse, or internet sexual abuse. The lower resilience group was at three times higher risk for mental health difficulties than the higher resilience group.

Conclusions. The longitudinal study of Lithuanian adolescents extends our understanding of what contributes to the stability of resilience in adolescence. This study suggests that maltreatment experiences may contribute to the development of stable low resilience. However, further investigations are needed on the role of child abuse and neglect on resilience and mental health in adolescence.

TOWARDS A MORE HOLISTIC UNDERSTANDING OF INEQUALITIES IN CHILDHOOD: A MULTI-CONTEXT APPROACH TO PARENTAL EDUCATION AND CHILD DEVELOPMENT

Nil Horoz

Vrije Universiteit Amsterdam

n.horoz@vu.nl

Socioeconomic inequality is one of the most pressing current issues. Thus, it is critical to identify and address socioeconomic inequalities in multiple contexts that may lead to differences in children's developmental trajectories from an early age. Using a multi-context (household, classroom, school), multi-informant (teachers, parents, peers, child-self report) and a longitudinal design, the overall aim of this doctoral dissertation was to provide a more holistic understanding of how household- and school-level SES contributed to elementary school children's development. To this end, I focused on parental education, which is arguably the most powerful indicator of SES. The first overarching question examined the roles of household- and school-level parental education in the social, emotional, behavioral, and motivational development of children throughout the elementary school period. The second overarching question examined the role of the classroom context in inequalities in development. Data came from two Dutch longitudinal research projects with repeated measures from kindergarten to end of elementary school. Overall, the findings highlight the urgent need to provide equal and nurturing opportunities for all children regardless of social backgrounds. Results showed that inequalities in social, emotional, behavioral, and motivational development between children growing up in higher and lower parental education households and schools exist at the beginning, during, and at the end of elementary school. Results also showed that attending higher parental education schools do not always benefit children of higher- and lower-educated parents equally. Findings suggested that schools are not (yet) able to compensate for disparities in development. Furthermore, findings showed that the classroom context may play a buffering (through a classroom based intervention) or exacerbating (through negative classroom peer norms) role in the problem development. This dissertation concludes that a multi-context and holistic approach may be necessary to more adequately address the challenges faced by children growing up in lower-educated contexts

PREDICTING YOUNG ADULT LIFE SATISFACTION USING MACHINE LEARNING AND LONGITUDINAL DATA: INSIGHTS FROM THE FUTURE OF FAMILIES AND CHILD WELLBEING STUDY (FFCWS)

Elina Elize Surgunte¹, Elīna Zelčāne¹, Ceylan Talu Yozgatligil²

¹Rīga Stradiņš University, Latvia; ²Middle East Technical University, Turkey
elize.surgunte@rsu.edu.lv

Understanding how early life experiences shape life satisfaction in emerging adulthood requires flexible and innovative methodological approaches. This study adopts an inductive, data-driven framework to identify and predict patterns of young adult life satisfaction using secondary longitudinal data from the “Future of Families and Child Wellbeing Study” (FFCWS; 1998–2024). The FFCWS is a birth cohort study that began in 1998 with nearly 5,000 children born in large U.S. cities, mostly to unmarried parents. It follows families across seven waves — data was collected at ages 0, 1, 3, 5, 9, 15, and 22, capturing detailed, multi-informant data on health, parenting, family relationships, socioeconomic conditions, neighborhood contexts, education, employment, and psychological functioning.

This study aims to explore which family, contextual, and developmental factors best predict life satisfaction in early adulthood. The methodological process includes four key stages: (1) selecting variables across multiple waves that may serve as developmental predictors for life satisfaction and (2) using supervised learning techniques (e.g., classification models) to predict life satisfaction later in life.

The approach centers on leveraging the longitudinal structure of the data to capture developmental processes over time, without imposing assumptions about variable relationships. Data preprocessing includes techniques for handling missing data, normalizing distributions, and balancing class frequencies. Model performance will be evaluated using classification metrics.

The presentation will focus on the methodological advantages of applying machine learning to developmental data and discuss the potential of inductive approaches to generate novel hypotheses about the predictors of life satisfaction.

DATING VIOLENCE AS PRECURSOR OF GENDER VIOLENCE

María Sánchez Zafra, Rosario Ortega Ruiz, Carmen Viejo Almanzor

Universidad de Córdoba, Spain

z02sazam@uco.es

Gender-based violence has been declared a public health problem by the World Health Organisation (2013). Delving into the psychogenesis of these violent behaviours can be key to understanding the nature of violent dynamics, as well as the antecedents from which to prevent the escalation of violence. The onset of romantic relationships, in adolescence, marks the beginning of the risk of the development of violent phenomena such as violence in adolescent romantic relationships. This dynamic is characterised by the use of aggression occasionally and in severe manifestations, with psychological, physical or sexual behaviour, face-to-face or virtually, in a dynamic of reciprocal and bidirectional aggression. The interpretation of these behaviours has harmful intentions and unpleasant consequences for both partners. This type of violence is a phenomenon in itself that can act as a prelude to gender-based violence. The research that has been designed as a doctoral thesis project aims to deepen the analysis of these possible relationships, identifying the individual variables and the dynamics of interpersonal relationships of affective intimacy that could be marking the differences between the escalation and continuity of violence and the breaking of the violent circle. To this end, the methodology includes results from three time periods, in order to be able to carry out in-depth longitudinal statistical analyses. As a result, two studies have been carried out so far, one of them longitudinal, which show the relationship between variables such as well-being and quality of the partner and intimate partner violence. The starting hypotheses consider that there is a relationship between different individual, contextual and relationship dynamics variables and the rate of involvement in dating violence as a risk factor for intimate partner violence.

A grayscale photograph of a historic building courtyard. The building features a prominent triangular pediment with three circular windows. The courtyard is filled with a large, leafy tree in the foreground. In the background, a church tower with a dome and spire is visible against a light sky.

POSTER PRESENTATIONS

LEVEL 2 SPATIAL PERSPECTIVE-TAKING AND DEVELOPMENTAL MILESTONES IN INFANTS UNDER ONE YEAR OLD

Masayuki Watanabe

Shiga University, Japan

watanabe@edu.shiga-u.ac.jp

Spatial perspective-taking (SPT) is categorized into Level 1 (determining whether an object is visible to another person) and Level 2 (assessing how an object can be seen from a specific location in space). Level 1 is believed to be acquired at age one (Ikeda et al., 2022), while level 2, involving mental self-rotation, takes several years to develop. However, recent research suggests that similar abilities may also arise from the immaturity of the self-other distinction (Watanabe, 2022). This study explored the potential of this type of SPT and its relationship with developmental milestones. This study included a cross-sectional design involving 61 children aged 9–14 months and a longitudinal design where 15 4-month-old infants were followed up over a period of ten months. The children were asked to play a video game involving SPT. The task involved paired-associate learning with flashing eyes and sounds presented on facial stimuli using a habituation method to trigger spontaneous perspective-taking. Eye-tracking data were collected using Tobii Pro Spectrum and its accompanying software. Fixation times for areas of interest (AOI), defined by concentric circles around the eyes within the facial stimuli, were calculated. Correct responses required longer fixations on the appropriate AOI, whereas responses were invalid if no fixation time was recorded. Additionally, two developmental milestones were assessed: the Scale of Infant Development (SID) and the Hand Dominance Questionnaire (HDQ). Results showed that in the longitudinal design, significantly more correct responses were observed at a 180-degree rotation angle, while in the cross-sectional design, the frequency of correct responses at 180° was marginally significant. Significant correlations were found between the number of correct answers in the SPT task and SID and HDQ, suggesting that SPT equivalent to level 2 in infants under one year of age may depend on the establishment of the physical self.

THE CONTRIBUTION OF “HOT” VS. “COOL” EXECUTIVE FUNCTIONS, FAMILIAL VARIABLES AND ANXIETY LEVELS TO THE DEVELOPMENT OF ANTI-SOCIAL BEHAVIOR AMONG ARAB ADOLESCENTS IN ISRAEL

Samaher Taha¹, Raphiq Ibrahim²

¹Haifa University, Israel; ²Haifa University, Israel

samahertaha@gmail.com

In the present study, emphasis was placed on examining the contribution of factors related to executive functions according to the division of “hot” versus “cold” executive functions. Alongside the executive functions, factors related to anxiety and social anxiety were examined, as well as environmental factors related to the socio-economic background of the adolescents, including household income levels, and mediating and moderating variables related to gender and metacognitive abilities.

The final sample of the current study included 100 participants, adolescents from the Arab society in Israel, native Arabic speakers. The average age was 15.5 years with a standard deviation of 0.32.

To assess the executive functions, the participants’ parents completed a brief questionnaire designed to evaluate executive functions (“hot” versus “cold”). In addition, the participants were tested on tasks assessing “hot” executive functions, such as the Iowa Gambling Task (IGT), and a computerized version of the Wisconsin Card Sorting Test designed to assess “cold” executive functions, as well as a backward digit span task to assess working memory, associated with “cold” executive function.

The tendency for antisocial behavior among the participants was examined based on self-report using a questionnaire (Bendixen & Olweus, 1999), while levels of general anxiety and social anxiety were assessed through self-reports using anxiety questionnaires and a social anxiety questionnaire. Additionally, attitudes toward the tendency to use psychoactive substances were assessed with a shortened questionnaire. Finally, cognitive processes were evaluated through performance on Raven’s Progressive Matrices test.

The study’s findings particularly highlight the relationship between “hot” executive functions, especially self-regulation, emotional control, and risk-taking, and the tendency toward antisocial behavior. This relationship was not consistently reflected in the context of “cold” executive functions.

The findings of the study are discussed mainly in the context of the literature on executive functions and the development of antisocial personality.

DEFENDING OR REMAINING PASSIVE AS A BYSTANDER IN SCHOOL BULLYING: THE ROLE OF MORAL DISTRESS AND PEER NORMS

Yasuyo Nishino

Hiroshima Shudo University, Japan

nishino@shudo-u.ac.jp

When bullying occurs in school, most students are not only aware of it, but are also present and witness bullying. In the case of witnessing bullying, a bystander may recognize bullying as wrong, and feel responsible and motivated to intervene, but they may occasionally fail to actively intervene and defend a bullied peer for any number of reasons. The purpose of this study was to investigate how moral distress, conformity and peer norms were related to bystander behaviors (defending or remaining passively aside) in bullying. In addition to examining the pathways to bystander behaviors, we also tested the hypothesis that middle school students have different pathways from those of primary school students. One thousand one hundred Japanese primary school students (mean age=10.6 years, 48.5% girls) and one thousand four hundred and fifty-five middle school students (mean age=13.6 years, 49.9% girls) participated in our questionnaire survey. *T*-test showed that compared with middle school students, primary school students significantly expressed more defending and remaining passively aside, higher peer norms, and less conformity. In order to examine how each variable is related to the occurrence of bystander behaviors, we converted the experience of bystander behaviors into a binary value, with “never” set to “0” and all other responses set to “1”, and conducted a binomial logistic regression analysis by using experience of bystander behaviors as the criterion variable. Results showed that bystander behaviors were positively predicted by conformity and negatively predicted by peer norms, and that indifferent outsider behavior was negatively predicted by moral distress. Moreover, the results of simple slope analysis for the significant effect of two-way interaction suggested that peer norms might regulate the effect of moral distress on defending behaviors among only primary school students. Implications of these findings are discussed.

WHAT DOES IT MEAN FOR THE APPROXIMATE NUMBER SYSTEM TO UNDERGO DEVELOPMENTAL CHANGES? A COMPARISON OF MEASUREMENT INDICES FROM INFANCY TO ADULTHOOD

Monika Szczygiel

Jagiellonian University, Poland

monika.szczygiel@uj.edu.pl

The Approximate Number System (ANS) is believed to be innate and develops with age and through the education system. However, the ANS measurement itself is burdened with numerous methodological difficulties. The aim of the presentation will be to compare the methods used to measure ANS (habituation paradigm, computer tasks) and ANS indices (accuracy, reaction time, numerical distance, ratio, size effects, Weber's W) in different age groups (from infancy to adulthood). Although the ANS indices are often used interchangeably, previous research results suggest that they measure different aspects of cognitive processing of numerosity. This rises the question which ANS indices is theoretically most valid. At the same time, few studies have examined the reliability of ANS indices, which raises questions about the accuracy of ANS estimates and their ability to predict future mathematical achievement. Establishing the psychometric properties of ANS measurement tools is essential to draw meaningful conclusions about the role of ANS in the development of numerical cognition and mathematical skills. However, developmental studies face an additional challenge. Different research paradigms, response recording methods, and task demands are often employed depending on the age of participants. These variations complicate comparisons across developmental stages and affect the calculation of ANS indices. This presentation will explore how the development of ANS can be effectively assessed throughout the lifespan while maximizing the validity and reliability of measurement tools under diverse conditions. It will also propose practical guidelines for addressing these challenges, offering a pathway to more robust and generalizable research in the field.

CAUGHT BETWEEN AUTONOMY, RELATEDNESS, AND AN UNCERTAIN FUTURE: EXPLORING WHAT IS IMPORTANT TO ADOLESCENTS

Sophie Ingrid Elisabeth Hölscher¹, Maja K. Schachner¹, Nadya Gharaei², Linda P. Juang³, Julia C. Wenzing¹

¹Martin-Luther-University Halle-Wittenberg; ²DeZIM Institute; ³University Potsdam

sophie.hoelscher@paedagogik.uni-halle.de

Adolescence is an important period of development, as adolescents explore who they are and want to be, while at the same time negotiating autonomy and relatedness within their social and cultural contexts. In this study, we examine the roles autonomy and relatedness play in the lives of $N = 16$ culturally diverse adolescents. Semi-structured interviews with adolescents of non-immigrant descent ($n = 5$), of second-generation immigrant descent ($n = 5$), and first-generation immigrants with experiences of flight ($n = 6$) were analyzed using reflexive thematic analysis. Four themes were identified: 1) Family and friends are most important in life, 2) Autonomy is a developmental privilege you can earn, 3) Too much autonomy is bad for you – humans need rules, and 4) I am not in control over my own future, school is. The findings highlight relatedness as most important for adolescents from all backgrounds. The importance and negotiation of autonomy varied across the groups of adolescents, however all adolescents accepted the necessity of rules for personal and societal well-being. Findings further highlight the importance of dismantling classist and assimilationist structures embedded in the German school system to enhance the autonomy, well-being and success of adolescents with diverse backgrounds and experiences.

AN APIM-BASED INVESTIGATION OF HOW PARENTING INVOLVEMENT AFFECTS SATISFACTION WITH FAMILY LIFE AMONG COUPLES WITH PRESCHOOL-AGED CHILDREN

Tsuyoshi Shimosaka¹, Atsushi Oshio²

¹Shikoku University, Japan; ²Waseda University, Japan

t-shimosaka@shikoku-u.ac.jp

This study aimed to investigate how parental involvement in child-rearing affects each spouse's Satisfaction with Family Life Scale (SWFL) scores through the Actor-Partner Interdependence Model (APIM). We surveyed 300 couples with a preschool-aged first child, using online measures of parental involvement ("discipline," "psychological care," and "housework") and SWFL. Because the alpha coefficient for "housework" was low, only "discipline" and "psychological care" were retained for subsequent analyses. Both self- and partner-rated subscales, as well as SWFL, showed consistent two-factor structures and satisfactory alpha coefficients. Paired t-tests indicated that wives scored significantly higher than husbands on discipline and psychological care, whereas husbands scored significantly higher on SWFL. We computed difference scores (e.g., husband's self-rated discipline minus the wife's rating of his discipline), but none reached significance. Next, APIM analyses using Mplus with robust maximum likelihood revealed no significant paths from discipline to each spouse's SWFL. However, psychological care demonstrated significant positive effects: the husband's psychological care predicted his own SWFL ($\beta = .291, p < .001$), and both the wife's ($\beta = .148, p < .05$) and the husband's psychological care ($\beta = .229, p < .001$) predicted her SWFL. An additional APIM analysis based on difference scores showed significant negative paths between the spouses' SWFL. Taken together, these findings indicate mutual interdependence between spouses regarding how parental involvement shapes SWFL.

POSITIVE BALANCE: A SHORT PSYCHOEDUCATIONAL PROGRAMME FOR ADOLESCENT WELLBEING BASED ON POSITIVE PSYCHOLOGY

**Rosie Davis¹, Jieying Huang¹, Juncal Roman², Karen Sheriff³, Christian Uitzinger³,
Giorgia Michelini¹, Manuela Angioi¹, Elisabetta Versace¹**

¹Queen Mary University of London, United Kingdom; ²English National Ballet School;

³Royal Ballet School

r.e.davis@qmul.ac.uk

Aim: identify the wellbeing needs of adolescent dancers and support these needs with a manualised positive psychology intervention (Positive Balance).

Methods: we employed an intervention mapping approach to develop a tailor-made 3-week programme for psychological resilience. This approach involved semi-structured interviews with healthcare professionals (n=5) in two ballet schools, a ‘background’ questionnaire on self-reported challenges and a pilot stratified controlled trial. We replicated these steps with dancers from two schools in the implementation phase. Analysis included thematic analysis of interviews, frequency analysis of questionnaire responses, analysis self-reported measures from the pilot, followed by thematic analysis of focus groups.

Results: thematic analysis of interviews revealed themes including self-criticism, homesickness, demanding lifestyles and ballet commitment. The background questionnaire highlighted additional challenges around assessments and injuries. Intervention content was designed to tackle these challenges by increasing wellbeing, self-esteem, self-efficacy, and optimism. There was no significant effect on wellbeing. Observational data and focus groups highlighted feasibility and acceptability for Positive Balance with a need to refine and add educational content. The intervention was refined for the implementation phase, including psychoeducational activities and measures. Preliminary results of the implementation phase including post-intervention focus groups show that a psychoeducational positive-psychology-based intervention is effective, feasible and acceptable for this cohort.

Conclusions: Qualitative analyses from the pilot highlighted Positive Balance’s potential. The implementation phase demonstrated success in incorporating psychoeducational material. This adaptable approach makes Positive Balance a potential blueprint for future programmes aimed at preventing poor mental health for a wider group of adolescents.

WHY PARENTS STEP OVER THE LINE: ANALYSING OVERINVOLVEMENT THROUGH PARENTS' EYES

Zuzana Michalove¹, Maria Bacikova-Sleskova²

¹Department of Psychology, Faculty of Arts, Pavol Jozef Safarik University in Kosice, Kosice, Slovakia; ²Department of Educational Psychology and Health Psychology, Faculty of Arts, Pavol Jozef Safarik University in Kosice, Kosice, Slovakia

5230123@upjs.sk

Background: The topic of overinvolvement has gained significant attention in recent years, not only in academic discussions but also in articles targeted at parents. Despite this interest, there remains a limited number of studies examining parents' perspectives on this phenomenon, even less on the possible reasons for this phenomenon perceived by parents themselves.

Aim: To address this gap, the aim of the current study is to explore possible motives for parental overinvolvement from the perspective of parents.

Methods: The study has qualitative design. The participants consisted of 20 parents (mean age 43.9, 90% female). Criteria for participants were as follows: having a firstborn child currently at the age of 14-16 and sharing the same household with the child. Respondents were interviewed using a semi-structured format via online video call. Interviews were recorded on an audio recorder, transcribed verbatim, and anonymized. Reflexive thematic analysis was undertaken.

Results: Preliminary results suggest occurrence of two main themes explaining the reasons for parental overinvolvement from the perspective of parents. One, parent-related factors, such as their personality traits, convenience, or compensation of their past. Second theme is external factors, such as the time we live in and perceived social pressure by family and friends and by social media.

Discussion: Based on the results, parents seem to be aware of the occurrence of overinvolvement and wonder about its sources. Further analysis will be undertaken.

HOW GENDER SHAPES THE STORY: ADULTS' PREDICTIONS OF CHILDREN'S BEHAVIOR IN EMOTIONAL SCENARIOS

Vanessa Turkupole, Anika Miltuze

University of Latvia, Latvia

vanessa.turkupole@gmail.com

This study examines adults' predictions of children's behaviour in response to four emotion-based scenarios (fear, anger, happiness, sadness), focusing on gender differences. Between-subjects experimental design was used. 172 participants (aged 21-69 years old, 124 women) read researcher-created narratives describing children's emotional experiences in different situations and completed the stories by predicting the child's following behaviour. The primary manipulation was the child's gender (e.g. the stories were the same about the boy and the girl). Content analysis was used to categorize the predicted behaviours into key themes. Chi-square analyses revealed significant gender-based patterns in adults' predictions. In anger scenarios, adults more frequently predicted that the girl would give up, while the boy would address the situation independently. For sadness, the girl was often portrayed as expressing emotions outwardly, whereas the boy was depicted as asking questions. In fear scenarios, the boy was more likely described as experiencing internalized emotions compared to the girl. Participant characteristics (e.g. gender, parental status) also influenced their predictions of children's behaviour in emotional scenarios. These findings highlight the prevalence of gender stereotypes in everyday contexts and provide valuable insights into adults' gendered perceptions of children's emotion-based behaviour.

SOCIALIZATION AND PERSONAL VALUES OF TEACHERS IN GENERAL EDUCATION, SPECIAL EDUCATION, AND EXTRACURRICULAR EDUCATION SCHOOLS

Anni Tamm, Tiia Tulviste

University of Tartu, Estonia

anni.tamm@ut.ee

The study compared socialization and personal values of teachers in general education schools, special education schools, and music schools that offer extracurricular education. A total of 401 teachers in Estonia filled in the Portrait Values Questionnaire. The results showed many similarities in teachers' socialization and personal values across different schools: Teachers shared the views about the high importance of self-transcendence values both personally and in socialization of children. Teachers in special education schools did, however, also differ from general education and music school teachers. Teachers in schools for students with emotional-behavioral difficulties ranked achievement much lower and considered hedonism more important to socialize in children. Teachers in schools for students with disabilities rated self-transcendence values less important to develop in children than general educators and music school teachers. Regarding personal values, teachers in schools for students with emotional-behavioral difficulties considered hedonism more important and security less important than teachers from other schools. Whilst teachers' socialization values were strongly correlated with their personal values, the findings also suggest that teachers differentiate which values are adaptive and functional for them and which values support the adaptation of students. Overall, the findings suggest that teachers adapt their values to the school's context and children's characteristics.

BEDOUIN ADOLESCENTS DURING THE IRON SWORDS WAR: WHAT STRATEGIES HELP THEM TO COPE SUCCESSFULLY WITH THE STRESSFUL SITUATION?

Orna Braun-Lewensohn

Ben-Gurion University of the Negev, Israel

ornabl@bgu.ac.il

This study examined the emotional reactions and coping resources of Bedouin teenagers (ages 12–18) following the events of October 7, 2023 and the subsequent Iron Swords War between Israel and Hamas forces in Gaza. The study focused on the relationships between subjective exposure, personal sense of coherence, community resilience, and the use of different coping strategies, on the one hand, and anxiety, anger, and psychological distress, on the other. During 2024, 762 participants completed the study questionnaire, which addressed the different study variables. The findings revealed significant differences between the boys and the girls. Specifically, the girls reported higher levels of subjective exposure and emotional reactions. Personal sense of coherence was found to be a significant protective factor. In contrast, the use of nonproductive coping strategies increased distress. This study underscores the need for intervention programs tailored for this society and by gender, as well as training for educational professionals, to help them to identify and treat emotional reactions to stress in ways that take into consideration the Bedouin cultural context. This study enhances our understanding of how Bedouin teenagers cope with stressful situations and crises.

PARENTAL PSYCHOLOGICAL CONTROL AS A LONGITUDINAL PREDICTOR OF ADDICTIVE GAMING AND SOCIAL MEDIA USE IN NINE COUNTRIES

Sevtap Gurdal¹, Andrew Rothenberg W.², Jennifer E. Lansford², Ann T Skinner², Lei Chang³, Kirby Deater-Deckard⁴, Laura Di Giunta⁵, Kenneth A Dodge², Daranee Junla⁶, Paul Oburu⁷, Concetta Pastorelli⁸, Emma Sorbring¹, Laurence Steinberg⁹, Liliana M Uribe Tirado¹⁰, Saengduean Yotanyamaneewong⁶, Liane Pena Alampay¹¹, Suha Al-Hassan¹², Dario Bacchini¹³, Marc H Bornstein¹⁴

¹University West, Trollhättan, Sweden; ²Duke University, Durham, North Carolina, United States; ³University of Macau, Macau, China; ⁴University of Massachusetts Amherst, Amherst, Massachusetts, United States; ⁵Rome University 'La Sapienza', Rome, Italy; ⁶Chiang Mai University, Chiang Mai, Thailand; ⁷Maseno University, Kenya; ⁸Sapienza University of Rome, Rome, Italy; ⁹Temple University, Philadelphia, Pennsylvania, USA; ¹⁰Universidad San Buenaventura, Medellin, Colombia; ¹¹Ateneo de Manila University, Manila, Philippines; ¹²Hashemite University, Zarqa, Jordan; ¹³University of Naples "Federico II", Naples, Italy; ¹⁴Child and Family Research Eunice Kennedy Shriver National Institute of Child Health and Human Development Bethesda, Maryland, United States

sevtap.gurdal@hv.se

Gaming and social media use are common in adolescents' lives and can become problematic and pose a risk for young people, with effects such as aggression, low mood, or other emotional issues. 2018 the World Health Organization introduced the diagnosis gaming disorder into ICD-11 and refers to when gaming is excessive and risks unhealthy consequences. Similar research results exist regarding the use of social media, but there is currently no diagnosis or proposed diagnosis. However, social media usage is as prevalent as gaming, but with more girls than boys engaging in activities like passive scrolling and socializing through social media.

Parent-child relationships are essential for healthy and positive child development. The emotional quality of this relationship might also affect the child's gaming activity and vice versa, as the time spent on gaming also might affect the parent-child relationship. Relations between parenting on the one hand and gaming and social media use on the other have not been sufficiently addressed yet, especially not from a longitudinal perspective.

The aim of the study is to study the longitudinal associations between parental psychological control, addictive gaming and social media use in nine countries (China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, and USA) from the project Parenting Across Cultures. We hypothesized that high parental psychological control is linked to more

addictive gaming and social media use over time. Parent and child reports of parent psychological control when children were 15, and child self-reported gaming and social media use at age 19 are used.

Due to the relatively new diagnosis of gaming disorder and the increased use of social media around the world, a study that includes both gaming and social media along with a longitudinal perspective would give important knowledge regarding how parenting is related to addictive gaming and excessive social media use.

LIFE SATISFACTION IN WOMEN FACING INFERTILITY: THE IMPACT OF PATIENT EMPOWERMENT, MEDICAL AND SOCIAL SUPPORT

Mihaela Boza

Alexandru Ioan Cuza University of Iasi, Romania

miaboza@uaic.ro

Background. Having children is for women a major factor of personal satisfaction, validation and conformity to social expectations (Alamin et al 2020). The relation with medical personnel (Gameiro et al, 2013) and support from the social and family environment (Kong et al , 2018) are very important in coping with infertility, as well as treatment related empowerment diminishing its negative psychological effects (Massarotti et al 2019).

Method. The participants are 335 women aged 22 to 46 years old, facing infertility for at least 1 year. They filled the Fertility problem inventory (FPI), Multidimensional Scale of Perceived Social Support (MSPSS), Interpersonal Processes of Care (IPC), Treatment-related Empowerment Scale(TRE) and Satisfaction with Life Scale(SWLS) for the dependent variable plus a demographic questionnaire. We performed several multiple linear regressions to test the impact of perceived support from family, friends, medical personnel and patient empowerment on life satisfaction.

Results. From the 5 FPI subscales only relationship concerns is a significant negative predictor of SWLS ($\beta = -.35$, $p < .001$). From the MSPSS scale only the support from a significant other is a significant positive predictor of SWLS ($\beta = .38$, $p < .001$). TRE is a significant predictor of SWLS ($\beta = .13$, $p = .008$) while none of the subscales of IPC significantly predict SLWS.

Discussion. From all the factors, serving as psychological support system for a woman facing infertility, the most important is the support from the proximal layer of social environment, namely the life partner and/or a significant other, who should be involved in any psychological intervention.

SOCIAL NETWORKS USE TRIGGERS THE IMPOSTER SYNDROME, MEDIATED BY SOCIAL COMPARISON ORIENTATION AND SELF-CONCEPT AUTONOMY

Mihaela Boza

Alexandru Ioan Cuza University of Iasi, Romania

miaboza@uaic.ro

Imposter syndrome (IS) is a difficulty in internalizing success, attributing it to external factors. Using social media for self-presentation and self-recognition triggers imposter syndrome by comparison with others. Low self-concept autonomy increases imposter syndrome, stressing the external input. The main assumption is that motives of self-presentation and self-recognition on social media are associated with IS, and the relation is mediated by social comparison orientation and autonomy of self-concept.

The participants (N=312, 60 males) filled The Clance IS Scale, Personal Self-Concept (Goni et al 2011), Motives to use Social Networks (Pertegal et al 2019), Self presentation scale (Bodroža & Jovanović, 2016) and Comparison Orientation (Gibbons & Buunk, 1999).

Results show that social comparison orientation fully mediates the relation between social media use for self-presentation and IS, and partially mediates the relation between social media use for self-recognition and IS (Process, model 4). Self-concept autonomy partially mediates the relation between social media use (self-presentation and recognition) and IS. Together, social comparison and autonomy fully mediate the relation between social media use and IS.

Developing an autonomous self-concept, decreasing the importance of social comparison and limiting social media use, help decrease feelings of imposture, by creating an internalized and stable self, and an increased sense of self-worth and self-confidence.

GENDER ESSENTIALISM IN PARENTING: EXPLORING BELIEFS ABOUT MATERNAL AND PATERNAL ROLES THROUGH A NEW QUESTIONNAIRE

Marta Lasota, Konrad Piotrowski

SWPS University, Poland

mlasota@swps.edu.pl

Objectives. Cultural stereotypes about gender roles in parenting are widespread and similar globally. Women are often seen as naturally suited to childcare, while men are viewed as predisposed to provide financial support. To what extent are these beliefs based on the idea that such predispositions stem from biological differences between genders? This study aimed to assess the reliability, factor structure, and validity of the Biological Essentialism in Parenting Questionnaire, a new tool for evaluating these beliefs.

Methods. The analysis included data from 488 Polish participants aged 18 to 68, comprising 269 men, 162 women, and 57 non-binary individuals. Among them, 253 were parents or legal guardians. The study validated the Biological Essentialism in Parenting Questionnaire and incorporated the Gender Neutrality in Parenting Questionnaire. For parents, additional questions assessed parental role engagement, examining factors such as time spent with children, types of activities, financial responsibilities, and decision-making roles in parenting.

Results. The Biological Essentialism in Parenting Questionnaire demonstrated good psychometric properties, with high internal consistency and a clear two-factor structure capturing distinct dimensions for female and male predispositions. A negative correlation with the Gender Neutrality in Parenting Questionnaire further underscored its validity. Notably, men expressed the strongest essentialist beliefs, while non-binary individuals exhibited the lowest. Parents and guardians displayed significantly higher levels of gender essentialism than non-parents. Moreover, these beliefs were linked to parenting aspects such as time with children, activities, finances, and decision-making.

Conclusions. Our findings confirm that the Biological Essentialism in Parenting Questionnaire is a reliable, valid tool with strong psychometric properties for assessing beliefs in biological essentialism. Its two-factor structure, ability to highlight gender differences, and links to parenting roles demonstrate its utility. The questionnaire is a valuable resource for studying gender stereotypes and advancing research in gender and family studies.

MEASURING GENDER NEUTRALITY IN PARENTING: DEVELOPMENT AND VALIDATION OF A NEW QUESTIONNAIRE

Marta Lasota, Konrad Piotrowski

SWPS University, Poland

mlasota@swps.edu.pl

Objective. Beliefs about gender neutrality in parenting challenge traditional stereotypes by emphasizing that caregiving should not be dictated by gender. These perspectives advocate for equitable roles in child-rearing, fostering flexibility and inclusivity. However, the absence of a standardized tool to assess such beliefs limits research and interventions. This study aimed to develop and validate the Gender Neutrality in Parenting Questionnaire, a measure designed to evaluate attitudes toward gender-neutral parenting.

Methods. The study analyzed data from 488 Polish participants aged 18 to 68, including 269 men, 162 women, and 57 non-binary individuals. Of these, 253 were parents or legal guardians. The research validated the Gender Neutrality in Parenting Questionnaire and included the Biological Essentialism in Parenting Questionnaire. Additional questions for parents assessed parental role engagement, focusing on time spent with children, types of activities, financial responsibilities, and decision-making processes.

Results. The Gender Neutrality in Parenting Questionnaire showed strong psychometric properties, with high internal consistency and a clear two-factor structure reflecting beliefs that parenting abilities are based on individual skills rather than gender, and confidence in parents' ability to raise children of the opposite sex. A negative correlation with the Biological Essentialism in Parenting Questionnaire further supported its validity. Men scored the lowest in gender neutrality beliefs, while non-binary participants scored the highest. Higher gender neutrality scores were observed among individuals without children. Additionally, these beliefs were linked to key parenting aspects, including time spent with children, activities, finances, and decision-making.

Conclusions. Our findings confirm that the Gender Neutrality in Parenting Questionnaire is a reliable and valid tool with strong psychometric properties for assessing beliefs in gender-neutral parenting. Its two-factor structure, negative correlation with biological essentialism, and links to parenting roles highlight its utility. The questionnaire provides a valuable resource for studying gender equality in parenting and advancing research in family and gender studies.

CONTINUOUS TRAUMATIC STRESS IN ADOLESCENCE: MEASUREMENT AND LINKS WITH VIOLENCE EXPOSURE

Inga Truskauskaitė¹, Monika Kvedaraite¹, Aviva Goral², Ieva Daniunaite¹

¹Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania; ²Ben-Gurion University of the Negev, Israel

inga.truskauskaitė@fsf.vu.lt

Background: Adolescence is a sensitive developmental period when exposure to violence can be particularly detrimental to mental health. While acute trauma responses are quite well-studied, reactions to ongoing violence require distinct consideration.

Objective: This study aimed to validate the Lithuanian version of the Continuous Traumatic Stress Response (CTSR) scale in adolescents and examine associations between violence exposure and CTS reactions.

Method: The sample comprised 321 adolescents ($M(SD)_{age}=14.19(1.26)$; 56.4% female) from Lithuania. 54.5% of participants reported continuous violence exposure. We conducted confirmatory factor analysis with measurement invariance testing across genders and employed latent class analysis to identify CTS reaction patterns.

Results: The CTSR scale demonstrated strong structural validity and measurement invariance. Three distinct CTS reaction patterns emerged (low, moderate, high), with a suggested clinical cut-off score of ≥ 18 . The scale showed good differential validity between violence-exposed and non-exposed groups across all subscales (Exhaustion/Detachment, Rage/Betrayal, Fear/Helplessness). Different forms of violence exposure (neglect, psychological, physical, and sexual abuse) significantly predicted higher CTS reaction patterns.

Conclusions: This study establishes the CTSR as a valid measure for adolescent populations while highlighting the significant relationship between violence exposure and continuous traumatic stress reactions.

THE ART OF MOTHERING STUDY – MEASURING ASPECTS OF THE TRANSITION TO MOTHERHOOD AFTER ASSISTED REPRODUCTION A METHODOLOGICAL INTRODUCTION OF AN ONGOING RESEARCH PROJECT IN HUNGARY

Anna Lengyel¹, Ildikó Danis^{1,2}

¹Semmelweis University, School of PhD Studies, Mental Health Sciences Division, Interdisciplinary Social Sciences Doctoral Program; Budapest, Hungary; ²Semmelweis University, Institute of Mental Health; Budapest, Hungary

lengyel.anna79@phd.semmelweis.hu

Introduction: Assisted Reproductive Technologies (ART) are a growing option for couples facing infertility challenges. Studies have found controversial results when assessing how ART affects the transition to parenthood. After the pilot phase in 2024 to validate various measurement tools on smaller samples, the ART of Mothering Study (AMS) was launched in early 2025. Samples of pregnant women and mothers of infants conceiving via ART are surveyed in Hungary using online questionnaires.

Aims: We aim to measure and understand the impact of previous infertility and assisted reproduction history on mothers' perceptions of their infant's vulnerability, maternal reflectivity and self-efficacy both in the prenatal and postnatal period among mothers conceived via ART. A smaller sample of pregnant mothers is willing to participate in a longitudinal follow-up, allowing us to examine representations that change during the transition to motherhood.

Materials and Methods: Data is collected from a non-clinical population using an online questionnaire and snowball sampling. The research campaign is launched within various internet-based social groups and mailing lists, and participants are also recruited through the network of health visitors in the Hungarian mother and child care system. We are collecting data cross-sectionally from both pregnant women and mothers of infants conceived via ART (study groups) or naturally (control groups). We use modified versions of the same assessment instruments for the mirrored questionnaires to survey pregnant women and mothers with infants in parallel and to apply these instruments also in the longitudinal study.

Conclusion: The ART of Mothering Study has the potential to identify how some aspects of becoming a mother are influenced by the method and the history of conception. In our poster, we present the theory and the special mirror-like research methodology of the study in the hope of inspiring possible future cross-cultural comparisons.

THE RELATIONSHIPS BETWEEN SCIENTIFIC REASONING SKILLS AND EXECUTIVE FUNCTIONS IN JAPANESE PRESCHOOL CHILDREN

Hiromi Tsuji

Osaka Shoin Women's University, Japan

tsuji.hiromi@osaka-shoin.ac.jp

Scientific reasoning skills for school children have received significant attention as part of the core skills for 21st century outcomes set by the OECD. However, the emergence of such skills in relation to executive functions, which lay the foundation for general competency, is not well understood.

This study focuses on three components of executive functions: updating information (measured by working memory), inhibitory control (measured by the Stroop task), and attention shifting (measured by the DCCS). It examines the longitudinal relationships between these components and scientific reasoning, measured by the 10-item version of the Science-K Inventory: SK-I (Osterhaus, Lin, & Koerber, 2021). The SK-I comprises three subsets: experimentation, data interpretation, and understanding the nature of science.

The research questions are: 1) How do 6-year-old Japanese children perform on the SK-I? and 2) Do scientific reasoning skills have a predictive relationship with early executive functions?

Fifty-five Japanese children (25 girls) participated in the study. Executive functions were measured three times: at entry to preschool (Time1), and 6 months (Time2) and 18 months (Time3) later. Scientific reasoning skills were measured at the end of preschool (age 6) using the SK-I.

Of the 10 items on the SK-I, children performed better than chance level on 2 items of the experimentation subset, but not on the data interpretation or understanding the nature of science subsets. Separate logistic regressions were performed for these 2 items as outcome variables to test if earlier executive functions predict scientific reasoning skills. One regression model reached significance, with working memory at Time2 and Time3 as significant predictors. The other outcome variable was predicted by Time1 working memory and DCCS. Children's inconsistent performance on the SK-I suggests that early scientific reasoning skills may be more dependent on the content of scientific inquiry, particularly in Japanese children.

BILINGUALISM AND PROSPECTIVE MEMORY MONITORING: A STUDY IN SCHOOL-AGED CHILDREN

Aslı Yörük-Sevinçli¹, Gregory J. Poarch², Banu Cangöz-Tavat¹

¹Hacettepe University, Türkiye; ²University of Groningen, The Netherlands

asliyoruk@hacettepe.edu.tr

Aims and Objectives: Previous research suggests bilingual children outperform monolingual peers on executive function tasks (Yurtsever et al., 2023). However, research investigating the effects of bilingualism on prospective memory (PM)—the ability to remember future actions, which also relies on executive functions—is limited. Research found no behavioral differences in event-based PM tasks for young adults but revealed psychophysiological differences in strategic monitoring and processing speed (Lopes-Rojas et al., 2022; Yörük et al., 2023). The impact of bilingualism during childhood, when its effects tend to be more pronounced, on time-based-PM tasks, which require greater strategic monitoring, remains unexplored. This study investigates how bilingualism influences event-based and time-based-PM in children and the role of strategic monitoring in these tasks.

Methodology: In this study, PM tasks adapted from Wang et al. (2011) were used. Our sample consisted of 36 Turkish monolingual and 30 Turkish-Dutch early and balanced bilingual children, aged 9-12. Children were instructed to respond to infrequent PM cues in an ongoing task (spatial working memory task). The PM task type (focal, non-focal event-based, and time-based) was manipulated by giving different PM cue instructions.

Results: PM performance was assessed based on accuracy, and strategic monitoring was evaluated through accuracy and reaction time. Data were analyzed using a 2 × 3 mixed ANOVA, with task type as a within-subjects variable and group as a between-subjects variable. Results showed no clear group differences in PM performance, but bilingual children performed better on time-based-PM tasks requiring strategic monitoring and focused more on detecting PM cues using it.

Conclusion: The research highlights strategic monitoring in time-based-PM tasks and its link to the impact of bilingualism on executive functions. It suggests that differences between these populations depend on task types and developmental stages, emphasizing the need for further study on language acquisition and executive functions.

THE END MATTERS: ENDSTATE SALIENCE IN CHANGE-OF-STATE EVENTS AFFECTS MANDARIN-SPEAKING CHILDREN'S ACCEPTANCE OF VERBAL PACKAGING PATTERNS OF ACTION AND RESULT

Zi Tao Song, Etsuko Haryu

Department of Educational Psychology, The University of Tokyo, Japan

ztsong@g.ecc.u-tokyo.ac.jp

Event components (e.g., manner, path; action, result) are encoded differently across languages (Talmy, 1985). In Mandarin, state-change events are best expressed with resultative verb compounds (RVCs, 'action verb - result verb'), while no-state-change events typically use action verbs. Mandarin-speaking children struggle to use action verbs for no-state-change events but successfully apply RVCs to state-change events (Chen, 2017). Previous studies demonstrated that factors such as inference and inferability of manner (Allen et al., 2007; Papafragou et al., 2006) influence syntactic packaging of manner and path. Here, we investigated whether endstate salience ('cucumber breaks' vs. 'doll gets out of box') contributes to children's learning challenges with action verbs and RVCs.

A 2x2 design was employed, manipulating Change-of-State ('state-change' vs. 'no-state-change') and Endstate ('salient' vs. 'inconspicuous'). Ninety-six monolingual Mandarin-speaking children ($M = 5.32$ yrs, $SD = 1.07$, range: 3.1~6.8) were randomly assigned to either the salient or inconspicuous condition and asked whether a given RVC or action verb appropriately described an event. Each child evaluated both a state-change and a no-state-change event. Logistic regression model was applied to analyze acceptance rates as the dependent variable.

Results revealed a significant interaction between Change-of-State and Endstate ($\beta = -5.96$, $p = .017$) for RVCs. In state-change events, children accepted RVCs regardless of endstate salience. However, in no-state-change events, *higher* endstate salience reduced RVC acceptance.

No significant interaction was found ($\beta = -1.35$, $p = .068$) for action verbs. *Not* Endstate ($\beta = -.45$, $p = .286$), but Change-of-State significantly affected action verb acceptance ($\beta = -2.51$, $p < .001$). Overall, children showed a preference for applying action verbs to state-change events.

These findings suggest that Mandarin-speaking children are sensitive to the degree of endstate achievement when learning RVCs. Further exploration of action type may be necessary to understand the challenges in applying action verbs.

COPING STRATEGIES AND DISTRESS AMONG UNIVERSITY STUDENTS DURING COVID-19: EXAMINATION OF SELF-REPORTED CHANGES IN COPING AFTER 1-YEAR OF SOCIAL RESTRICTIONS

**Scott Allyn White¹, Wayne Norman¹, Mary Beth Brook², Rashaad Gray²,
Deja Harris³, Kaylee McKinney⁴, Shelby Pinnix⁵**

¹LCC International University, Lithuania; ²Belhaven University, Jackson, Mississippi, U.S.;

³Florida State University, Tallahassee, Florida, U.S.; ⁴University of Southern Mississippi, Hattiesburg, Mississippi, U.S.; ⁵Delta State University, Cleveland, Mississippi, U.S.

swhite@lcc.lt

Responses by governments and organizations to mitigate the health risks of the COVID-19 virus included lockdowns and many restrictions placed on citizens during multiple waves of the pandemic. These policies were primarily focused on the health risks. However, over time, it became clear that these responses had negative effects upon the mental health of vulnerable populations, including university students. Lockdowns and restrictions of social gathering interrupted individuals' typical coping strategies to deal with pandemic stressors. Coping strategies are a mediating factor between a stressful event and its emotional and behavioral impact on an individual.

We conducted a study with three areas of interest: (1) discover what coping strategies students were using after 1 year of multiple waves of the pandemic and lockdowns, (2) learn how effective various coping strategies were in buffering against depression, anxiety and stress, (3) discover how students' coping strategies changed or adapted during the pandemic period. One year after the pandemic began, a study was conducted in person with 180 undergraduate students at a university in the U.S. Coping strategies were measured with the Brief COPE and depression, anxiety and stress were assessed with the DASS-21. A scale based on the Brief COPE was created to assess perceived changes in their coping strategies. Avoidant and approach coping strategies were analyzed related to their changes during the pandemic and their correlation with anxiety, depression and stress. Females reported significantly higher scores in depression, anxiety and stress. Both males and females reported increasing multiple approach coping strategies during the pandemic, yet this did not appear to be an adequate buffer. The degree of distress was most closely correlated with avoidant coping. Distress was significantly correlated with the specific strategies of Behavioral Disengagement, Self-Blame and Venting. Results suggest that interventions should address the ineffective use of avoidant coping strategies.

ADAPTING TO THE ROLE OF CAREGIVER: DYSFUNCTIONAL BELIEFS ABOUT CAREGIVING, SENSE OF IDENTITY, AND QUALITY OF LIFE AMONG FAMILY CAREGIVERS

**Katarzyna Sanna, Maciej Kościelniak, Jarosław M Michałowski,
Konrad Piotrowski**

SWPS University, Poland

ksanna@swps.edu.pl

Caring for a chronically ill relative can be a heavy burden and cause a significant reduction in the caregiver's quality of life. The illness of a loved one is associated with significant changes in the lives of family members, requiring adaptation to the new situation and also the adaption of a new identity - as a caregiver. To our knowledge, there are no studies on the formation of a sense of identity among family caregivers.

Regarding the consequences of family caregiving, research clearly indicates that this group is at risk for increased levels of depression and anxiety. The level of distress among family caregivers depends, among others, on their caregiving beliefs. Preliminary studies, however, conducted in other groups, on the relationship between identity and dysfunctional thoughts, indicate that they are significant predictors of identity. Thus, we can suspect that dysfunctional beliefs about caregiving will also affect the development of caregiver identity.

In our poster, we would like to present the results of a study conducted among more than 600 Polish informal caregivers. The research was questionnaire-based: we used modified versions of the Utrecht-Management of Identity Commitments Scale and Dimensions of Identity Development Scale questionnaires to measure sense of identity. To measure dysfunctional beliefs about caregiving, we used the Dysfunctional Thoughts about Caregiving Questionnaire (DTCQ). The SWLS Satisfaction with Life Scale was used to measure quality of life. Currently, the data are still being analyzed and will be shown for the first time at the conference.

As the population ages, it is necessary to have a good understanding of the processes of adaptation to the role of caregiver. Considering also the documented in many studies negative consequences of caring, this knowledge is crucial in the future planning of appropriate prevention and intervention programs.

FACTOR STRUCTURE AND PSYCHOMETRIC PROPERTIES OF THE COMPREHENSIVE EARLY CHILDHOOD PARENTING QUESTIONNAIRE VALIDATED IN TWO LARGE NATIONALLY REPRESENTATIVE SAMPLES OF MOTHERS RAISING YOUNG CHILDREN IN HUNGARY

Ildikó Danis^{1,2}, Réka Durányik^{2,3}, Judit Gervai⁴

¹Semmelweis University, Institute of Mental Health, Budapest, Hungary; ²Semmelweis University, School of PhD Studies, Mental Health Sciences Division, Interdisciplinary Social Sciences Doctoral Program; Budapest, Hungary; ³Károli Gáspár University of the Reformed Church, Faculty of Humanities and Social Sciences, Teacher Training Institute; Budapest, Hungary; ⁴HUN-REN Research Centre for Natural Sciences, Institute of Cognitive Neuroscience and Psychology; Budapest, Hungary
danis.ildiko@semmelweis.hu

Aims: Dutch researchers (Verhoeven et al., 2017) developed the Comprehensive Early Childhood Parenting Questionnaire (CECPAQ), a 54-item parent-report instrument that measures parenting behaviour relevant to early childhood (1-5 years of age) in five domains. Following theoretical development, the Dutch validation study confirmed the 5-factor solution and good reliability parameters for all the parenting dimensions (support, stimulation, structure, positive and harsh discipline). In recent years, some international translations have been made, but only a few validation studies have been published. The aim of the present study was to examine the factor structure, the reliability and the validity of the Hungarian version of CECPAQ among mothers raising 20-36-month-old children in nationally representative community samples in Hungary.

Methods: CECPAQ was assessed in two studies of the ‘Infancy in 21st Century Hungary’ project (Danis et al. 2020), which focused on parenting, parental well-being, early childhood development and mental health. Data were collected from mothers of children aged 3 to 36 months in two cohorts (2019-2020, n = 980; 2023-2024, n = 415) before and after a period of historical stress resulting from COVID-19 waves, geopolitical and financial crises affecting the country. Both samples were nationally representative in terms of children’s age, gender and the type of residence. CECPAQ was administered to a sub-sample of mothers of children aged 20-36 months.

Results: Factor structure, psychometric properties and construct validity of the CECPAQ were examined. We compared the distributions of the scale scores in the two, pre- and post-stress waves. Here, we present results focusing on possible stress-related cohort effects on parental behaviour in early childhood.

Conclusion: These validation analyses served to introduce the Hungarian version of CECPAQ to facilitate further research in parenting relevant to the children’s early years.

IBASHO AS A FOUNDATION OF IDENTITY AND WELL-BEING: INSIGHTS FROM JAPANESE YOUNG ADULTS

Liuhui Yang

The University of Tokyo, Japan

rukayou337@gmail.com

The concept of *ibasho*, indigenous to Japan, is defined as a place where one feels they particularly want to be in their daily life. Unlike a purely physical location, *ibasho* encompasses subjective intentions and emotions, deeply intertwining with Japanese cultural psychology. Japanese individuals assign meaning to a place not based on its physical attributes but on the emotions they experience there (Takashina, 2015). This reflects a cultural belief that the self and one's place are closely interconnected, with personal identity being rooted in the existence of *ibasho* (Kitayama, 1993).

The Children and Families Agency of Japan (2024) has proposed that maintaining multiple *ibasho* is essential for leading a healthy and fulfilling life. While multiple studies in Japan have suggested the importance of *ibasho* for well-being, few have examined the specific types of *ibasho* and their contributions to well-being. This study conducted semi-structured interviews with 15 individuals in emerging adulthood, aged 18 to 30 (mean age = 25.73, $SD = 3.28$) who identified as having two or more *ibasho*. The findings revealed that feelings of being “recognized” and “needed” within one's *ibasho* are crucial for Japanese individuals. These results align with the theory of interdependent self-construal prevalent in Japanese culture (Markus & Kitayama, 1991), suggesting that cultural characteristics significantly shape the structure and importance of *ibasho*. Additionally, the study highlights that maintaining *ibasho* with varying functions plays a vital role in sustaining individual well-being. Humans possess a fundamental need for attachment to places (Relph, 1976). From the perspective of well-being, while *ibasho* is often regarded as a culturally unique concept in Japan, its psychological significance may extend beyond Japan, offering valuable insights for psychological research in other cultural contexts.

THE INFLUENCE OF DEPRESSIVE RUMINATION AND INTERPERSONAL RELATIONSHIPS ON PERINATAL DEPRESSION IN PREGNANT JAPANESE WOMEN

Miho Tanaka¹, Yuki Shigemoto²

¹Osaka Medical and Pharmaceutical University, Japan;

²Mukogawa Women's University, Japan

3434.tnk@gmail.com

Background and aims: The prevalence of perinatal depression in Japan is 14.3%, with higher prevalence in the second and third trimesters of pregnancy (Tomimatsu et al., 2020). Depressive rumination and interpersonal factors have recently been identified as risk modifiers for perinatal mental health (Jones et al., 2025). However, the relationship between perinatal depression, depressive rumination, and interpersonal factors has not yet been examined in Japan. Therefore, this study aims to investigate the influence of depressive rumination and interpersonal relationships on perinatal depression among pregnant Japanese women.

Methods: Participants were 202 pregnant women ($M = 32.25$ years, $SD = 3.88$) with an average gestational age of 24.12 weeks ($SD = 10.71$). Each participant completed a questionnaire consisting of the Edinburgh postnatal depression scale (EPDS), the Ruminative responses scale (RRS) (brooding and reflective pondering), and two subscales of the Psychosocial adaptation to pregnancy questionnaire (PSEQ) (relationship with mother and relationship with husband/partner).

Results: Prior to the analysis, based on Usuda et al. (2017), a cutoff score of 13 was set for the EPDS. As a result, 24 participants (11.9%) were classified into the high-risk group. Correlation coefficients were calculated for the EPDS, RRS, and PSEQ subscales, and moderate positive correlations were observed between the EPDS and all variables ($r = .42-.58$). Multiple regression analysis revealed that “brooding” ($\beta = .49$) and “relationship with husband/partner” ($\beta = .33$) had positive relationships with EPDS ($p < .001$, $R^2 = .44$).

Conclusions: These results suggest that perinatal depression in pregnant Japanese women is associated with depressive rumination and interpersonal relationships. In particular, depressive rumination and the relationship with husbands or partners have significant impacts on perinatal depression. Future research should further investigate the detailed influencing factors and their interactions.

Funding: This study was supported by JSPS KAKENHI Grant Number JP24K06540.

RESILIENCE AND HEALTHY IDENTITY DEVELOPMENT: THE MEDIATING EFFECTS OF BENEFIT-FINDING

Hitomi Watanabe

Kochi University, Japan

hiwatana@kochi-u.ac.jp

Negative stressful experiences often lead to physical and psychological problems, and adversely affect the development of a healthy identity. Previous studies have indicated that resilience and benefit-finding skills are related, and both have been reported to contribute to the recovery of stable and consistent identities. However, when negative experiences become central to one's life story, the manner in which these two variables influence identity must be determined. This study investigates how individual resilience promotes healthy identity development by mediating some benefits derived from negative experiences central to identity.

A total of 699 Japanese adults (350 men, 349 women; $M = 44.31 \pm 13.29$ years) were asked to recall and describe a past event that most influenced their current identity, regardless of whether it is negative or positive, to avoid leading to particular answers. Thereafter, they completed a questionnaire on event centrality, the degree to which a past event became central to identity, resilience, benefit-finding, and identity development.

Exploratory factor analysis revealed three benefit-finding domains: (a) greater insight into intimate relationships, (b) personal growth, and (c) gaining new perspectives. Path analysis revealed that the resilience dimension of "emotion regulation" promoted benefit-finding associated with personal growth, which, in turn, led to identity development. Furthermore, resilience associated with "positive future orientation" promoted benefit-finding regarding intimate relationships and also directly promoted identity development. These results indicate that having bright future prospects and concrete future goals may help protect identity from negative experiences central to it. In addition, consistent with previous studies, perceived personal growth was found to promote identity development. Therefore, obtaining the ability to control negative emotions and keep calm could be more emphasized as an important aspect of resilience for inducing self-reflective thinking.

EXAMINING STUDENTS' EMOTIONS DURING MATH TASK PERFORMANCE USING FACIAL EXPRESSIONS ANALYSIS AND SELF-REPORTS

Alina Pavlova¹, Johan Korhonen², Sören Andersson², Daniel Ventus², Hanna Järvenoja¹, Riikka Mononen¹

¹University of Oulu, Finland; ²Åbo Akademi University, Finland

alina.pavlova@oulu.fi

Capturing students' emotions in real-time is challenging. Emotions—especially in educational contexts—have traditionally been studied primarily through self-report measures and observations. However, these approaches have a number of limitations: self-reported instruments assess emotions retrospectively rather than in the moment, leading, for example, to potential inaccuracies in recall and susceptibility to social desirability bias. To mitigate these shortcomings of the traditional emotions research, and to better capture emotions as they actually occur during learning, there is increasing interest in using process-oriented approaches and online measures, such as physiological data (e.g. skin conductance, heart rate) and automatic analysis of facial expressions, hand gestures and postures.

This study explores the potential of facial expression data as a way to capture emotions experienced by Grade 5 students during solving math word problems on a digital learning platform. Specifically the study explores (1) the types of emotions students experience and that can be detected through facial expression analysis, (2) the relationship between facial expression data and self-reported emotional states. Fifteen students performed two digital math word problem tasks (total of 6 and 8 subtasks, respectively) at the ViLLe online platform. Students self-reported their emotions before and after each block of tasks. Video and screen recordings were captured while performing the tasks. iMotions software will be used to analyze the video data to recognize facial expressions, while the screen recordings will provide context for the emotions detected by a computer vision algorithm. By implementing multiple data sources, this study illustrates the possibilities of combining real-time emotion tracking with a more traditional approach to move forward in understanding affective aspects of math learning.

CHILDREN'S PLAY IN THE AGE OF DIGITAL TECHNOLOGY: ANALOG PLAY IN PRESCHOOL CHILDREN IN THE CONTEXT OF TIME SPENT PLAYING DIGITAL GAMES

Anna Urbancová

Slovak Academy of Sciences, Slovak Republic

urbancova@saske.sk

Children's play is considered to be an important part of healthy development, influencing emotions, cognitions, social and communicational skills. As well as other areas of life, children's play has been affected by massive digitalization in recent decades. However, there exists a significant lacuna in the field of scientific research regarding the topic of traditional analog play in the context of digital gaming among preschool children.

This study aims to conduct an exploratory research into the distinctive characteristics and specificities of traditional analog children's play across three groups of children: those who engage in digital gaming for periods exceeding two hours daily; those whose digital gaming engagement is limited to less than two hours per day; and those with no digital gaming exposure. The research sample will consist of 24 children aged 4-7 years, together with their parents and teachers. Data collection will be conducted in Slovak kindergartens, using 2 standardized questionnaires: My Child's Play for parents and RALLA Play Skills Assessment for teachers. Individual observation Child-Initiated Pretend Play Assessment will also be applied.

Research project and preliminary data will be included in the poster.

MAINTAINING BALANCE: EXECUTIVE FUNCTION'S ROLE IN CHILDREN AND ADOLESCENTS' COMPULSIVE INTERNET USE

Ilknur Coban¹, Aysun Dogan², Basak Sahin-Acar³, Sibel Kazak Berument³, Deniz Tahiroglu⁴

¹Tekirdag Namik Kemal University, Türkiye; ²Ege University, Türkiye; ³Middle East Technical University, Türkiye; ⁴Bogazici University, Türkiye

ilknur.cob@gmail.com

The increase in social media usage comes along with many benefits as well as some problems including compulsive internet use which is defined as one's indulgency for online activities with excessive internet usage. One of the main factors shaping children's and adolescents' compulsive internet use is their cognitive skills. Research shows that higher levels of executive function skills may provide higher control toward addiction. On the other hand, higher executive function may also require higher stimulus, thus it may lead to addiction. This question remains in the dark, and the conflict continues.

This study aims to examine whether children's and adolescents' compulsive internet use depends on their executive function skills. A total of 5041 children and adolescents aged between 8-18, from 185 schools in 61 provinces of Türkiye were included in the study. Executive function skills were measured with Minnesota Executive Function Scale (MEFS) and children completed Compulsive Internet Use Scale. Children and adolescents were separated into three groups (low, moderate, high) based on their EF skills with median analysis to compare their compulsive internet use according to their executive function score. Results indicated that only children with moderate levels of EF showed the lowest levels of compulsive internet use. The results were also examined based on age and gender.

This research is important in terms of helping to define the main question regarding the relationship between compulsive internet use and cognitive skills of children and adolescents. According to the results, children and adolescents with both high and low levels of EF may be a risk group for CIU. The findings are discussed within the scope of the limitations and contributions of the study based on previous research.

NONLINEAR EFFECTS OF HARSH PARENTING ON CHANGES IN CHILDREN'S SLEEP DURING THE TRANSITION TO EARLY-ADOLESCENCE

Morgan J Thompson¹, Bruno Ache Akua¹, Ryan J Kelly², Mona El-Sheikh¹

¹Auburn University, United States of America; ²University of New Mexico, United States of America
mjt0053@auburn.edu

The family plays a critical role in creating an optimal sleep environment (El-Sheikh & Kelly, 2017). Harsh parenting predicts children's sleep problems in a linear fashion (Kelly et al., 2014), but emerging research indicates that harsh parenting may have nonlinear effects (Hidalgo et al., 2023). Risk saturation models (Morris et al., 2010) suggest chronic exposure to high levels of harsh parenting depletes the stress response system, leading to a disconnection between risk and development. In a two-wave longitudinal design, we examined linear and nonlinear harsh parenting on change in children's sleep.

Children ($N=339$; Wave1: $M_{\text{age}}=9.44$ years, 48% girls, 65% White, 35% Black) and their parents from socioeconomically diverse backgrounds participated in two waves of data collection spaced two years apart. Parents reported on harsh parenting (Parent-Child Conflict Tactics Scale; Straus, 1999). We assessed several well-recognized sleep parameters (Sadeh, 2015). Sleep was measured objectively with actigraphy over one week to derive sleep *duration* (total number of minutes scored as sleep between sleep onset and wake time), *efficiency* (percentage of sleep time between onset and wake time), and *activity* (percentage of epochs during the night with activity). Children self-reported on sleep-wake problems over the past two weeks (School Sleep Habits Survey; Wolfson & Carskadon, 1998).

Controlling for race, sex, body mass index, family income, and marital problems, nonlinear harsh parenting predicted sleep duration, efficiency, and activity. Low to moderate levels of harsh parenting corresponded with declines in sleep duration and efficiency and increases in sleep activity. As harsh parenting reached high levels, negative effects on sleep duration, efficiency, and activity plateaued.

Novel findings illustrate that prospective relations between harsh parenting and children's sleep may be nonlinear. Consistent with risk saturation perspectives, sleep worsened at low to moderate levels of harsh parenting. At high levels of harsh parenting, associations with less-optimal sleep attenuated.

PROMOTING ADAPTIVE AND RESILIENCE SKILLS IN PRIMARY SCHOOL CHILDREN THROUGH CONVERSATION-BASED TRAINING

**Illaria Suman, Anna Maxia, Sandra Pellizzoni,
Maria Chiara Passolunghi, Marcella Caputi**

University of Trieste, Italy

ilaria.suman@phd.units.it

Several studies have shown that conversation-based activities are particularly effective in improving theory of mind and wellbeing among school-aged children. The objective of this study was to verify whether a conversation-based training is able to increase theory of mind, resilience, empathy, and adaptive coping strategies, and to simultaneously decrease maladaptive coping strategies in school-aged children. This goal was pursued using a randomized pre-post research design, with two groups receiving an identical training in different phases of the longitudinal intervention study. The sample was composed of 285 Italian children attending fourth and fifth grade of primary school ($Mage = 10.00$; $SD = 0.57$; girls = 121), of which 142 randomly assigned to the first experimental group (G1) and 143 assigned to the second experimental group (G2). At Time 1 (autumn), Time 2 (winter), and Time 3 (spring), children completed self-report questionnaires on the target constructs. The intervention lasted one month and consisted in four weekly sessions of a conversation-based training (each lasting 50 minutes). G1 received the training between Time 1 and Time 2, whereas G2 between Time 2 and Time 3. Overall, analyses conducted through linear mixed effects models revealed a significant time $\times$ Training Group interaction for coping strategies and resilience, with post-hoc tests showing a substantial reduction in internalizing coping strategies among fifth graders following the intervention $t(299) = 4.926$, $p < 0.001$. No significant variations emerged in the other constructs, neither in fourth nor in fifth graders. The present results suggest that a relatively short intervention based on group discussions of mental states, resilience and coping strategies, can reduce some forms of maladaptive coping strategies. However, only older children benefited from the training. Therefore, future studies will need to diversify the training contents depending on the age of the participants to achieve better results.

THE ROLE OF PARENT-CHILD TRUST RELATIONSHIP AND SELF- AND CO-REGULATION IN CHILDREN'S DISHONEST BEHAVIOR

Haiying Mao, Sabina Pauen

Heidelberg University, Germany

haiying.mao@psychologie.uni-heidelberg.de

Understanding dishonesty in early childhood is crucial for gaining insights into children's moral development and identifying interventions to curtail dishonesty from an early age. This study aims to explore the root of dishonest behavior from a developmental perspective, focusing on parents' caregiving, particularly the parent-child trust relationship and parental co-regulation, as well as child self-regulation within caregiver-child dyads.

A total of 313 German parents with children aged 3–6 years (*Age* = 53.72 months, *SDage* = 10.04 months, age range = 36.15 to 83.86; 53% girls) participated in an online survey. The central outcome variable was a composite measure of children's dishonest behavior. In parallel, parent-child trust relationship was measured in three dimensions: children's trustworthiness, parental trustworthiness in promises, and parental trustworthiness in honesty. Parents also completed a shortened version of IMMA questionnaire (IMPulse-MANagement in the caregiver-child dyad; Pauen et al., 2019) to evaluate different aspects of child self-regulation and parental co-regulation strategies.

OLS regression analysis results showed that children's trustworthiness and parental trustworthiness in promises have significant negative effects on children's dishonest behavior ($\beta = -.398$ and $-.398$, $SE \beta = .09$ and $.09$, $ps < .001$, respectively). Increased dishonest behavior was linked to lower perceptions of children's trustworthiness and parental trustworthiness in promises. Conversely, children's ability to negotiate with caregivers was positively associated with increased dishonest behavior ($\beta = .03$, $SE \beta = .01$, $p = .019$). Parental co-regulation practices, including the use of rewards, withdrawal, negotiation with the child, and strictness, were also positively related to children's dishonest behavior ($ps < .05$).

These findings highlight the complex interplay between parent-child trust relationship, child self-regulation skills, and parental regulatory strategies in influencing children's dishonest behavior. Contrary to our expectations, some parental regulatory strategies appeared to have undesirable effects, whereas child self-regulation skills showed little impact.

EFFECTIVENESS OF THE MARBURGER CONCENTRATION TRAINING IN PRESCHOOL 5-YEAR-OLD LITHUANIAN CHILDREN

Vaida Asisi^{1,4}, Aušra Gričiūtė², Giedrė Širvinskienė^{2,3}, Dalia Antinienė²

¹Autism-Therapy-Center Sonnwendviertel, VKKJ, Vienna, Austria; ²Department of Health Psychology, Lithuanian University of Health Sciences, Kaunas; ³Health Research Institute, Lithuanian University of Health Sciences, Kaunas; ⁴Private psychological practice, Vienna, Austria

v.asisi@vkkj.at

Objective: The term “concentration” in German and Lithuanian is used synonymously with the term “attention” or considered as its sub-construct. High concentration requires effective integration of attention[1] components, enabling sustained selection, coordination, and control of actions through wilful effort[2]. Concentration training in preschoolers is crucial due to their rapid cognitive development and the influence of gene-environment interactions, improving cognitive skills and behaviour control. The objective of this study was to evaluate the effectiveness of the *Marburger Concentration Training* (MKT)[3] for preschoolers in Lithuania by assessing changes in their concentration abilities.

Methods: A comprehensive survey led by the Lithuanian University of Health Sciences (Department of Health Psychology) in cooperation with Austrian colleagues was conducted across four Lithuanian districts in 2021. A subgroup of 47 five-years-olds was assigned to either a training group (TG, N=23; 12 MKT sessions over six weeks) or an age-matched control group (CG, N=24). Both groups included children with and without behavioural, attention, and emotional problems. Concentration was assessed by measuring task errors before and after training using the KHV-VK[4].

Results: A significant improvement in concentration, reflected by a reduction in errors, was observed in the TG ($Z=-3.954$, $p<0.001$, $r=0.58$), as well as across both low- and high-concentration subgroups and gender subgroups. While a reduction in errors was also observed in the CG, it was less pronounced. Notably, the results within the groups exhibited considerable variability.

Conclusions: The MKT moderately enhanced concentration in 5-year-olds, particularly in boys and in those with lower baseline scores. The implementation of the MKS in the preschool setting proved valuable, despite a short training period and inconsistency of results.

EXPLORING THE ROLE OF MATERNAL EXPERIENTIAL AVOIDANCE IN PRESCHOOLERS' ANXIETY: DOES BEING AN ONLY CHILD MATTER?

Bingkun Zhang^{1,2}, Chunlei Fan², Ligang Wang², Ting Tao², Wenbin Gao²

¹University of Turku, Finland; ²Key Laboratory of Mental Health, Institute of Psychology, Chinese Academy of Sciences

bingkun.b.zhang@utu.fi

Objective: This study examines how maternal experiential avoidance influences anxiety in preschool-aged children and investigates whether the child's only-child status moderates this relationship.

Methods: A total of 387 mothers of preschoolers aged 3 to 7 years participated, with 47.8% of the children being only children. Maternal experiential avoidance was assessed using the Acceptance and Action Questionnaire-II (AAQ-II), and children's anxiety levels were measured using the Scale for Child Anxiety (SCAS).

Results: Findings revealed that higher maternal experiential avoidance (higher AAQ-II scores) was significantly associated with greater child anxiety (SCAS total scores) across both only children and non-only children. However, the specific anxiety dimensions affected differed between the groups. For only children, experiential avoidance was positively associated with separation anxiety, fear of physical harm, social fear, and generalized anxiety ($\beta = 0.27\text{--}0.34$, $P < 0.05$). For non-only children, the associations extended to separation anxiety, fear of physical harm, social fear, obsessive-compulsive behaviors, and generalized anxiety ($\beta = 0.33\text{--}0.45$, $P < 0.001$). Moderation analyses confirmed that the relationship between maternal experiential avoidance and child anxiety was stronger for non-only children ($P < 0.05$), suggesting that family dynamics may amplify this impact in larger sibling systems.

Conclusion: These findings highlight maternal experiential avoidance as a key factor in shaping preschoolers' anxiety, with nuanced differences based on the child's sibling status. This underscores the importance of tailored interventions to address maternal psychological flexibility and support children's emotional well-being within diverse family structures.

WHEN SUPPORT HURTS: THE COMPLEX INTERACTION BETWEEN EXPERIENTIAL AVOIDANCE AND FAMILY EMOTIONAL SUPPORT IN MOTHERS' PARENTAL PSYCHOLOGICAL FLEXIBILITY

Bingkun Zhang, Claire F Garandeau, Oskari Lahtinen

INVEST flagship, University of Turku, Finland

bingkun.b.zhang@utu.fi

Objective: Parental psychological flexibility is a key component of parenting quality and is closely linked to child development. While experiential avoidance has been identified as a psychological factor, few studies have examined the role of family emotional support, and none have distinguished between support from family of origin and in-laws. This study examined the main and interactive effects of experiential avoidance and emotional support from families of origin and in-laws on the parental psychological flexibility of mothers of preschoolers.

Method: A sample of 335 Chinese mothers of preschoolers completed questionnaires assessing experiential avoidance, emotional support from family of origin and in-laws, parental psychological flexibility. Hierarchical regression analyses tested the main and interaction effects.

Results: Higher experiential avoidance was associated with lower parental psychological flexibility. Emotional support from family of origin was positively associated with flexibility, whereas support from in-laws was negatively associated. A significant interaction showed that among mothers with high experiential avoidance, greater support from in-laws exhibited lower flexibility.

Conclusion: Integrating psychological and environmental factors, this study provides a comprehensive examination of factors of parental psychological flexibility. Differences in the effects of support from families of origin and in-laws highlight the complexity of family support systems. While support from family of origin had beneficial effects, support from in-laws may hinder it. Interventions to enhance parental psychological flexibility should address both individual psychological factors and the source of family support. Culturally sensitive strategies tailored to intergenerational relationships and parental autonomy may be more effective in specific cultural contexts.

THE RELATIONSHIP BETWEEN IMAGINARY COMPANIONS AND EVERYDAY SOCIAL BEHAVIORS IN JAPANESE PRESCHOOLERS

Yuto Kumaki, Maya Komatsu

University of Teacher Education Fukuoka, Japan

yuto.kumaki@gmail.com

Previous studies have shown that preschoolers with imaginary companions (ICs) tend to have better socio-cognitive abilities and social competence (e.g., Giménez-dasí et al., 2016; Taylor & Carlson, 1997). Furthermore, child–IC relationships (i.e., horizontal or vertical) are related to children’s peer relationships (Gleason et al., 2014; Lin et al., 2018). However, most studies on the relationship between children’s ICs and sociability have been conducted in Western countries. Therefore, we investigated how the existence of ICs and child–IC relationships relate to everyday social behaviors among Japanese preschoolers. We administered questionnaires to 325 parents of 4- 6 years-old children ($M = 69.0$, $SD = 7.2$, 155 girls and 166 boys). Parents were asked whether their children have ICs or not and the questions about their relationship with ICs. Children’s everyday behaviors were examined by SDQ. The parents of 110 children (33.8%) answered that their children had ICs. The results revealed that the existence of ICs was thought to be associated with emotional symptoms ($Z = -2.27$, $p = .02$, $r = -.13$). After controlling the effect of gender, the association between ICs and emotional symptoms was still significant ($F(1, 317) = 5.81$, $p = .02$). Furthermore, children with ICs displayed higher prosocial behavior compared with children without ICs ($Z = -2.56$, $p = .01$, $r = -.14$). However, the association between ICs and prosocial behavior was nonsignificant after controlling gender ($F(1, 313) = 2.28$, $p = .13$). The other subscales of SDQ did not differ between children with and without ICs. The child–IC relationship did not relate to any subscales of SDQ including peer problems or prosocial behavior. The relationship between ICs and emotional symptoms suggests that sensitive children tend to be anxious and might be more likely to create and use ICs as a coping mechanism.

RESOURCE DISTRIBUTION TO DIFFERENT AGE CHILDREN BY PRESCHOOLERS

Yuto Kumaki

University of Teacher Education Fukuoka, Japan

yuto.kumaki@gmail.com

According to previous studies, young children are sensitive to the status of recipients in their resource distribution. For example, 3–4-year-olds allocate more resources to dominant than subordinate recipients, whereas 7–8-year-olds showed the opposite pattern (Charafeddine et al., 2016; Zhang et al., 2021). This study investigated preschoolers' resource distribution to younger and older children. In total, 144 3–6-year-olds participated and were randomly assigned to two conditions: younger ($N = 71$, $M = 60.9$ months) and older ($N = 73$, $M = 61.9$ months). The children were asked to distribute three stickers between the two recipients. In the younger condition, one recipient was the same age as the participants and one was two years younger. In the older condition, one recipient was the same age as the participants and one was two years older. In the younger condition, 44 children distributed more to the younger recipient, whereas 21 children distributed more to the same-age recipient. Six children distributed one sticker to each recipient and denied distributing the other sticker. A binomial test revealed that children tended to allocate more to same-age recipients than to younger ones ($p = .006$). In the older condition, 39 children distributed more to the older recipient and 29 children distributed more to the same-age recipient. Five children distributed one sticker to each recipient and denied distributing the other sticker. The distribution of older and same-age recipients was insignificant ($p = .275$). Logistic regression analyses showed that children's age did not determine their distribution pattern in younger ($B = -0.04$, $z = -1.47$, $p = .14$) or in older conditions ($B = -0.01$, $z = -0.47$, $p = .64$). Considering the results, preschoolers who distributed more to the same age than to the younger ones might reflect their preference for a higher status.

NEURAL TRACKING AND LANGUAGE DEVELOPMENT IN EARLY LIFE: A LONGITUDINAL APPROACH

**Sergio Miguel Pereira Soares^{1,2}, Ciske Jansen^{1,2}, Tineke Snijders³,
Caroline Rowland^{1,2}**

¹Max Planck Institute for Psycholinguistics; ²Donders Institute for Brain, Cognition, and Behaviour; ³Tilburg University

sergio-miguel.pereira-soares@mpi.nl

One of the most fascinating recent discoveries in neurolinguistics is that neuronal oscillations synchronize with external signals like speech. In early child development, this is crucial for better understanding language acquisition milestones, such as the ability to segment continuous speech into smaller linguistic units. Studies on infants show that infant-directed speech amplitude modulations are particularly strong around certain frequency ranges, corresponding to stressed syllables, syllables, and phonemes. This early entrainment suggests that infants are able to neurally track speech, thus supporting early language development. Indeed, the initial literature in this field indicates a link between speech-brain-coherence and early language acquisition. This might suggest that infants with greater tracking may have an early advantage for language acquisition. However, no study has tried to systematically test this linking hypothesis.

Herein, we longitudinally assess whether individual neural tracking of speech trajectories relates to individual differences in later language skills. Two key questions are asked: (i) How does neural tracking change in early brain development (6, 9, 12 months of age)? (ii) How does neural tracking measures relate to later language growth (measured in the second year of life)? We expect that at different ages, different rates might drive tracking mechanisms. Moreover, those children with better tracking abilities across early life will show greater language growth/skills in later language measures.

We recently completed EEG data collection (N = 129) from monolingual Dutch infants while they listen to child-directed stories at three different timepoints in the first year of life (6, 9, 12 months). Additionally, we collected early CDI language development data in the second year of life (12, 18, 24 months). Speech-brain coherence data will be longitudinally compared between the three sessions and regressed against language skills in their second year of life. All collected data will be analysed in the upcoming months.

TRACING THE PATHWAYS BETWEEN MATERNAL REFLECTIVE FUNCTIONING AND MATERNAL BURNOUT: EVIDENCE FROM A ONE-YEAR LONGITUDINAL STUDY

Anna Kamza, Jakub Duras, Michalina Dzielińska, Konrad Piotrowski

SWPS University, Poland

akamza@swps.edu.pl

The intricate relationship between parental reflective functioning (parental mentalization) and parental burnout remains a critical yet understudied area in family psychology. While previous research has established preliminary connections between these phenomena, longitudinal investigations capturing their dynamic interplay are notably absent. Our pioneering study addresses this crucial gap by following mothers of young children (ages 0-5) over a one-year period, employing a robust three-wave design with measurements at six-month intervals. This methodological approach uniquely positions our research to uncover the temporal dynamics and bidirectional influences between distinct dimensions of maternal mentalization and her parental burnout. Our findings promise to advance theoretical understanding of how chronic parenting stress may compromise maternal mentalization capacities, while simultaneously illuminating potential protective factors. These insights will directly inform the development of targeted preventive interventions, enabling practitioners to more effectively support mothers struggling with burnout while maintaining their crucial capacity for mentalization. Ultimately, this research bridges a significant gap between theoretical frameworks and practical applications, with implications for enhancing family resilience and maternal mental health.

DEVELOPMENT AND CONTENT OF CULTURAL LIFE SCRIPTS IN TURKISH YOUTH: A NATIONWIDE STUDY

**Fehime Şuheda Kurt¹, Tuğçe Tiftik², Başak Şahin Acar², Sibel Kazak Berument²,
Deniz Tahiroğlu³, Aysun Doğan⁴**

¹Ataturk University, Türkiye; ²Middle East Technical University, Türkiye; ³Boğaziçi University, Türkiye;

⁴Ege University, Türkiye

suheda.kurt@atauni.edu.tr

Cultural life scripts represent prototypical ways of living for individuals. These scripts are a form of semantic knowledge that outline the ideal life trajectory within a given society. The present study, which is part of a nationwide project, investigates the cultural life scripts of Turkish students aged 11 to 18. The study included a total of 446 participants from diverse regions across Türkiye. Participants were asked to describe seven important events that would most likely occur in the life of a prototypical same-gender infant in their culture, from birth to death. Additionally, they were requested to answer follow-up questions regarding these events, including expected age of occurrence, emotional valence, prevalence, and perceived importance. The Cultural Life Script Questionnaire was used as the primary instrument for data collection. A content analysis was conducted to categorize the scripts, with two independent coders analyzing the data. Descriptive analyses were performed to examine the responses to the follow-up questions. The findings revealed that the most commonly mentioned scripts pertained to academic achievements, employment, romantic relationships, family life, and biological milestones. These scripts were further analyzed and categorized based on their expected age, emotional valence, prevalence, and importance. By mapping the cultural life scripts of Turkish youth, the study contributes to a broader theoretical understanding of how cultural and familial expectations shape perceived developmental trajectories and individual identity formation. These findings extend the literature on cultural developmental psychology by illustrating the shared semantic frameworks that guide life expectations during adolescence.

A NEW MEASURE FOR USERS' PERCEPTION OF THE SOCIAL MEDIA CONTEXT: THE PERCEIVED SOCIAL MEDIA FEATURE SCALE

Gianluca Gini, Federica Angelini, Claudia Marino

University of Padua, Italy

federica.angelini@unipd.it

Introduction: Research on adolescent social media use has overlooked the study of the processes through which social media can impact peer relationships. Building on this, Nesi et al. (2018) introduced the “Transformation Framework,” a new theoretical model for understanding the role of social media in transforming adolescents’ experiences. Social media, as a real social context, are characterized by eight specific features (i.e., *asynchronicity, permanence, publicness, availability, cue absence, quantifiability, visualness, algorithm*) that contribute to transform peer relationships by changing, for example, the frequency or intensity of certain experiences or requests. Since there is no existing measure of users’ perception of the presence of these eight features, the aim of the present study was to create and validate the “Perceived Social Media Features Scale (PSMF).”

Method: Based on the conceptual definition of each feature, 32 items were created. A total of 1840 adolescents (*Age* = 15.83, *SD* = 1.29; 59.8% F) indicated their level of agreement with each item on a 5-point scale, completing an anonymous self-report questionnaire. To test the factorial validity of the PSMF, a confirmatory factor analysis (CFA) with 8 factors was performed and the internal consistency of each subscale was tested by calculating Cronbach’s alpha.

Results: Results confirmed an adequate fit of the model to the data: $\chi^2(432) = 1514.761$, $p < .001$; CFI = .929; SRMR = .036; RMSEA = .037, 90% CI [0.035-0.039], with factor loadings ranging from .398 to .747 ($p < .001$). Cronbach’s alpha showed acceptable values for each subscale, greater than .60. Invariance test confirmed the equivalence of the factorial structure across gender.

Conclusion: Although these results are preliminary, the PSMF in its current form appears promising and could represent an important contribution to the study of the role of social media in adolescents’ peer experiences

CRYING BEHAVIOUR IN EARLY CHILDHOOD - WITH SPECIAL REFERENCE TO CHILDREN WITH DOWN SYNDROME

Noémi Napravszky^{1,2}, Ildikó Danis^{1,3}

¹Semmelweis University, School of PhD Studies, Mental Health Sciences Division, Interdisciplinary Social Sciences Doctoral Program; Budapest, Hungary; ²Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Psychology of Special Needs, Budapest; Hungary; ³Semmelweis University, Institute of Mental Health, Budapest; Hungary
napravszky.noemi@phd.semmelweis.hu

Introduction: Crying is recognised as the earliest evolutionary expression of emotion and communication in human infants. Approximately 20% of infants worldwide exhibit excessive, persistent, or atypical crying behaviours, which are particularly prevalent in conditions associated with somatic health vulnerabilities and atypical development. Conversely, international literature reports that certain conditions, such as Down syndrome, are associated with a reduced intensity of crying as a signalling mechanism.

Aims: Our study aimed to understand and describe the crying characteristics of Hungarian children with Down syndrome under the age of 36 months, and to compare these data with the crying behaviour of typically developing infants and toddlers of the same age in nationally representative community samples.

Methods: The research project “Infancy in 21st Century Hungary” collected data on parents’ perceptions of early childhood crying behaviour in nationally representative samples of two cohorts (2019-2020, n=980; 2023-2024, n=415), along with other important constructs of parenting and child behaviour. As a continuation of this research, a study was launched in early 2025 to measure parental perceptions and observations of crying in children with Down syndrome using a self-report questionnaire based on international literature.

Result: Here, we present some comparative descriptive data on crying behaviour and parental responses (e.g. intensity and frequency of crying episodes, parental reassurance strategies and levels of parental concern about crying) in typically developing children and children with Down syndrome. We also report on differences in the distribution of perceptions of crying according to socio-demographic and other background variables.

Conclusion: A comparative analysis of the crying behaviour of typically and atypically developing children, such as those with Down syndrome, may reveal specific characteristics and processes, as well as parental perceptions that are important to consider when designing educational and intervention programmes.

INVESTIGATING THE RELATIONSHIPS BETWEEN MUSIC, RHYTHM, AND EXECUTIVE FUNCTIONS IN ITALIAN PRESCHOOLERS

Ambra Natati, Chiara Barachetti, Elena Florit, Marinella Majorano

University of Verona, Italy

ambra.natati@univr.it

Existing literature has explored the relationship between musical activities, rhythmic skills, and the development of executive functions in children. However, few studies have considered the role of contextual variables when assessing these activities and skills in preschoolers. The present study of Italian 4-year-old children analyses the connections between children's rhythmic skills, their executive functions, their parents' musical sophistication and their experience of music at home. The participants were 53 preschoolers (25 females). Each child was tested for rhythmic skills using the "Rhythmic imitation test" (Stamback, 1980), for inhibitory control using the "Stroop Day/Night" task (Usai et al., 2017), and for working memory using the "Keep in Mind" task (Usai et al., 2017). Their parents completed two questionnaires: about music sophistication (Goldsmith, Müllensiefen et al., 2014) and about home musical activities (Music@Home, Politimou et al., 2018). Spearman correlation analysis, controlling for parents' education, showed that children's rhythmic abilities are partially correlated with the Goldsmith's subscale "parents' ability to perceive musical aspects" ($p=.374$), children's speed in the Stroop task control phase ($p=.374$) and in the test phase ($p=.405$), and children's ability to memorize the target picture in the Keep in Mind task ($p=.350$). Furthermore, children's working memory correlated with "parents' active engagement" ($p=.319$), "musical training" ($p=0.348$), and "singing abilities" ($p=0.315$), as reported in the Goldsmith questionnaire. Finally, children's inhibitory control correlated with the Goldsmith's "parental musical training" subscale ($p=.386$). Musical activities at home were not associated with any other dimensions. These results suggest that (i) children's rhythmic skills are associated with their executive function skills and (ii) parents' competencies related to musical sophistication play a role in the development of the child's executive functions.

THE IMPACT OF THE PEERS PROGRAM ON SOCIAL SKILLS KNOWLEDGE IN TURKISH ADOLESCENTS WITH AUTISM SPECTRUM DISORDER

Emine Hilal Mutlu, Aysun Dogan

Ege University, Türkiye

doganaysun@gmail.com

Autism Spectrum Disorder (ASD) is a group of developmental disabilities that can cause significant social, communication, and behavioral challenges (CDC, 2015). According to data from the U.S. Centers for Disease Control and Prevention (CDC) in 2023, ASD is seen in 1 out of every 36 children. Adolescents diagnosed with ASD may experience social difficulties due to the increased social complexity and higher social expectations (White et al., 2007). Particularly, adolescents with high-functioning ASD may have the motivation or desire to interact with their peers; however, they are also aware of their social hardships (Tantam, 2003). Acquiring social skills is a considerably more challenging process for adolescents with ASD compared to their typically developing peers; therefore, social skills must be explicitly taught to them (Klinger et al., 2007). Consequently, social skills intervention programs have become increasingly popular. The Program for the Education and Enrichment of Relational Skills (PEERS) for adolescents is an evidence-based intervention focusing on social skills for adolescents with ASD (Laugeson et al., 2012). This study aims to examine the effects of the culturally adapted version of the PEERS Program on the social skills knowledge of adolescents with ASD in Türkiye. A total of 39 adolescents, aged 12–17 (10% girls; $M=14.3$, $SD=1.60$), were assigned to one of the two conditions: the intervention group ($n = 22$) or the waitlist control group ($n = 17$). Preliminary findings showed that the adolescents who participated in the PEERS Program showed significant improvements in their social skills knowledge compared to the waitlist control group. Thus, the findings provide evidence that the PEERS program has positive contributions to the social skills of adolescents with ASD in the Türkiye sample.

YOUNG CHILDREN EXHIBIT HOMOPHILY IN SOCIAL-CONVENTIONAL NORMS WITHIN THEIR PEER SOCIAL NETWORK

Asami Shinohara¹, Miyabi Narazaki², Tessei Kobayashi¹

¹NTT Communication Science Laboratories, Japan;

²Runbini Early Childhood Education and Care Center

asami.shinohara@ntt.com

Having reciprocal friends in childhood contributes to future academic achievement and well-being, so it is worth investigating how young children form friendships with peers in their social group. One possibility is that they exhibit homophily in their social cognitive abilities; they make friends with those who have similar levels of social cognitive abilities that are important for ongoing reciprocal exchange or smooth coordination with peers.

To address this possibility, we tested whether Japanese 3- to 6-year-old preschoolers (N = 44, 31 boys) attending a single nursery school were more likely to form affiliative bonds with peers who had similar social cognitive abilities, as measured by social norm understanding and theory of mind tasks. In the social norm understanding task, the children rated the acceptability of deviant behavior concerning moral and social-conventional norms. They also completed the theory of mind task, which included false belief tasks, etc. To build a peer social network, we administered a friend-nomination task in which the children nominated those with whom they liked to play the most in their preschool.

The Exponential Random Graph Model was run to investigate children's homophily in social cognitive abilities within their social network. The model revealed that the children had friendships with peers with a similar understanding of social-conventional norms. Since social-conventional norm enables individuals to foster cohesion and coordination with other group members, children may prefer peers with a similar level of social-conventional norm understanding to facilitate smooth interactions, leading to long-term cooperative relationships (i.e., friendships). In contrast, we did not observe homophily in the theory of mind and moral norm understanding.

Our research suggests that the presence of similar social-conventional norms plays a vital role in forming friendships in young children. This result would enhance our understanding of children's friendship dynamics.

SENIOR LIFE IN THE DIGITAL AGE – HOW INFORMATION COMMUNICATION TECHNOLOGIES MAY HELP OLDER FILIPINOS AGE WITH GINHAWA

Julian Regalado Paterno

Department of Psychology, University of the Philippines Dilima, Philippines

jrpaterno@up.edu.ph

The Philippines has gradually undergone digital transformation over the past years. However, not everyone may be ready for this, including older Filipinos. If they are not able to cope society's digital transformation, then it is possible for them to have fewer opportunities to experience *ginhawa* or the sense of capability to overcome challenges while aging. After all, information communication technologies (ICTs) may help address older adults' unmet needs for financial security, healthcare services, age-friendly environments, and familial support and may contribute to the experience of *ginhawa*. Using Selective Optimization with Compensation as a theoretical framework, this review explored the different ways ICTs may be used by older Filipinos to achieve their selected goals, optimize opportunities to achieve these goals, and to compensate for loss of resources. Despite the potential of ICTs to help older Filipinos address their needs, it would still be important to consider possible barriers when using ICTs, effective ways to assist and empower older Filipinos to use ICTs, and supportive policies and interventions related to ageing.

NAVIGATING THE DIGITAL MAZE: UNDERSTANDING THE INTERPLAY OF DIGITAL SKILLS, ONLINE RISKS, SELF-EFFICACY AND LIFE SATISFACTION AMONG YOUNG PEOPLE

Hansika Ambahelagedara, Florencia Sortheix, Lauri Hietajärvi, Elina Ketonen

University of Helsinki, Finland

hansika.ambahelagedara@helsinki.fi

The role of digital skills in youth's online experiences and mental well-being has been a relatively new research area in Educational Psychology. This study analysed the complex relationship among four types of digital skills, exposure to four types of online risks (cyberhate, harmful content, sexting(receiving) and sexual content), self-efficacy and life satisfaction using secondary data collected from 6 European countries by the ySKILLS longitudinal project. The study is cross-sectional and the data from the latest wave (2023) were analysed (n = 6253, Mean age = 16.3, girls= 49.43%, boys = 46.84%, NA = 3.72%). Four path analyses were conducted for each type of online risk using the Lavaan package in R. All four models include direct relationships among all the variables, the mediating effect of self-efficacy between digital skills and online risks and the mediating effect of online risks between self-efficacy and life satisfaction.

Youth's higher information navigation and processing skills reduced their exposure to online risks. Conversely, higher technical and operational skills and content creation and production skills increased exposure to online risks. Moreover, path models suggest that higher information navigation and processing skills, along with communication and interaction skills, slightly reduce the exposure to online risks such as cyber hate, harmful content, and sexual content through the mediation effect of self-efficacy. Higher levels of self-efficacy predicted lower exposure to online risks except for sexting (receiving). As anticipated, self-efficacy positively predicted life satisfaction in all four models. However, when the relationship was mediated by online risks, it weakened the relationship between self-efficacy and life satisfaction, reducing its strength to a very weak one. These findings confirm the complex relationship between youths' digital skills, online risks and mental well-being, suggesting the need for deeper analyses of these constructs.

THE VICIOUS CYCLE BETWEEN BULLYING AND INSOMNIA – A SYSTEMATIC REVIEW AND META-ANALYSIS ON RECIPROCAL LINKS BETWEEN BULLYING OR VICTIMIZATION AND SLEEP PROBLEMS IN CHILDREN AND ADOLESCENTS

Tereza Levková¹, Aleš Přibík², Adam Klocek¹, Lenka Kollerová¹

¹Czech Academy of Sciences, Brno, Czech Republic; ²Department of Psychology, Faculty of Social Studies, Masaryk University

levkova@psu.cas.cz

Students who experience victimization or engage in bullying may face sleep problems, with evidence suggesting a reciprocal relationship. The present study aims to examine both cross-sectional and bidirectional longitudinal associations between victimization or bullying, and sleep problems in children and adolescents in eligible primary studies using a systematic review and meta-analysis methodology. Following PRISMA guidelines and specific eligibility criteria, a two-step screening process conducted by two reviewers resulted in 52 reviewed studies.

The results indicated a moderate cumulative effect for cross-sectional relationships between sleep problems and victimization ($d = .38$; 37 effect sizes) or sleep problems and bullying ($d = .27$; 12 effect sizes). The strongest relationship was found for a bully-victim role ($d = 0.48$; 5 effect sizes) indicating that experiencing bullying in both roles could be particularly challenging. Supporting the bidirectional longitudinal model, victimization both preceded ($d = .43$; 13 effect sizes) and followed ($d = .36$; 5 effect sizes) sleep problems. Similarly, bullying both preceded ($d = .34$; 2 effect sizes) and followed ($d = .37$; 3 effect sizes) sleep problems. Longitudinal research on a bully-victim role is limited. The methodological quality of studies varied, but it did not consistently moderate the links. Gender and age moderated some associations. Thus, the concurrent association between bullying and sleep problems was stronger in samples with higher proportions of female students. The longitudinal link from victimization to subsequent sleep problems was stronger in younger than older students. Finally, a small indication of publication bias was documented.

This meta-analysis provides robust evidence for bidirectional links between victimization or bullying and sleep problems and also suggests gaps in research concerning the bully-victim role. It also highlights the need to encourage anti-bullying programs to focus on disrupting this cycle.

ATTACHMENT IN FAMILIES CREATED THROUGH ASSISTANT REPRODUCTIVE TECHNIQUES: RESULTS FROM THE FIRST STUDY USING THE STRANGE SITUATION PROCEDURE IN SAME-SEX AND DIFFERENT-SEX PARENT FAMILIES

**Loes van Rijn - van Gelderen¹, Kate Ellis-Davies², Olivier Vecho³,
Bérengère Rubio³, Nicola Carone⁴, Costanzo Frau⁵, Corrado Schiavetto⁶,
Jana Runze¹, Henny M.W. Bos¹, Michael E. Lamb⁷**

¹University of Amsterdam, The Netherlands; ²Department of Psychology, College of Human and Health Sciences, Swansea University, Swansea, United Kingdom; ³Département de psychologie, Université Paris Nanterre, UR CLIPSYD, Nanterre France; ⁴Department of Systems Medicine, University of Rome Tor Vergata, Rome, Italy 5; ⁵Manchester Metropolitan University (MMU); ⁶Centro Italiano di Psicologia Analitica, Rome, Italy; ⁷Department of Psychology, Faculty of Biology, School of Biological Sciences, University of Cambridge, Cambridge, United Kingdom
l.vanrijn-vangelderen@uva.nl

Over the years, researchers have used the Strange Situation Procedure (SSP) to measure attachment. A recent meta-analysis of 20,000 SSPs found global attachment distributions as follows: 51.6% secure, 14.7% avoidant, 10.2% resistant, and 23.5% disorganized, with similar patterns for mothers and fathers (Madigan et al., 2023). Despite its use with fathers since the 1970s, only 4.2% of studies focused on heterosexual father-child relationships. Additionally, only 3.5% of studies included foster or adoptive families, while family forms like same-sex parent families were excluded, limiting understanding beyond the typical mother-child relationship.

To address this, this study examines whether the child attachment differs between attachment in same-sex male and female parent families. Participants were drawn from the New Parents Study (NPS), comprising 140 families: 38 families with two fathers, 61 with two mothers, and 41 with a mother and a father. Same-sex male parent families conceived through surrogacy, while the same-sex female parent families and different-sex parent families had infants conceived through assisted reproductive technologies.

At 12 months, families visited research labs in the Netherlands, United Kingdom, and France. Children's behavior in the SSP was classified using Ainsworth et al. (1978) and Main and Solomon (1990) systems. Three certified coders, blinded to family type, coded the SSPs ($n = 229$), with no coder reviewing the same child or parent twice. A fourth certified coder

double-coded 19.7% (ABC) and 20.1 % (ABCD). Inter-coder reliability (Krippendorff's Alpha) was .73 and .48, for respectively ABC and ABCD category coding. Due to lower reliability of the ABCD scores, consensus meetings resolved disagreements on nine videos, achieving full agreement.

Multinomial regression will be performed in *R* to assess variations in child attachment across the three family types, accounting for data nesting and the nominal nature of the outcome. I will present the results during the convention.

DEVELOPMENTAL PATHS OF READING FLUENCY AND READING COMPREHENSION DURING LOWER SECONDARY EDUCATION: ASSOCIATIONS WITH LITERACY-RELATED EMOTIONS AND PSYCHOLOGICAL WELL-BEING

Susanna Pauliina Koskinen¹, Noona Kiuru¹, Katja Tervahartiala^{1,2}, Minna Torppa¹, Elina Mainela-Arnold²

¹University of Jyväskylä, Finland; ²University of Turku, Finland

susanna.p.koskinen@jyu.fi

Background: The aim of this study was to investigate developmental paths of reading fluency and reading comprehension among adolescents in lower secondary education. In addition, we examined how literacy-related emotions and psychological well-being are associated with these developmental paths.

Methods: The sample of this longitudinal study ($n = 1035$, 55% girls) consisted of Finnish adolescents (mean age=13.79, $SD=0.35$ at the outset) and who were investigated in Grades 7 and 9 of lower secondary school. The participant's reading fluency and reading comprehension were measured with standardized tests. Adolescents' literacy-related emotions and psychological well-being were measured with questionnaires. Research questions were analyzed using latent profile analysis.

Results: Three developmental profiles of reading skills were found: (1) Low reading comprehension and low and slowly increasing reading fluency (11%), (2) High reading comprehension and high-increasing reading fluency (30%), and (3) Average-increasing reading fluency and comprehension (59%). Adolescents following trajectory 2) reported higher literacy-related enjoyment, hope, and pride and lower literacy-related anger, anxiety, hopelessness, and shame than adolescents from other trajectories. Adolescents in trajectory 1) reported lower hope and higher hopelessness towards literacy than adolescents from the trajectory 3). No differences between trajectories were found in life satisfaction, but adolescents from trajectory 1) and 2) reported a higher level of depressive symptoms than adolescents from trajectory 3), and their symptoms increased faster from Grade 7 to 9.

Conclusions: This study shows that reading skills continue to develop still during adolescence and the development follows heterogenous paths. There is a concerning connection between reading skills and depressive symptoms, which would be profitable to take into account in teaching. More studies are needed to establish if reading-related emotions are the cause or consequence of developing reading skills.

ASSOCIATION BETWEEN GROSS MOTOR SKILLS AND EMOTIONAL REGULATION IN CHILDREN AGED 3–6 YEARS: THE MEDIATING ROLE OF EXECUTIVE FUNCTION

Pei-Zhen Wu, Chien-Ju Chang

National Taiwan Normal University, Taiwan

81006002e@gapps.ntnu.edu.tw

Background: Children’s emotional regulation (ER) is a crucial component of social competence during the preschool stag. Gross motor (GM) competence has significant developmental links with emotional competence, with EF particularly highlighted as a mediating factor. However, most of the previous studies focus on pairwise or cross-sectional relationships, with limited research synthesizing the longitudinal associations among these variables. Therefore, this study examined the association between GM skill and ER in children aged 3 to 6 years, and whether this association between GM skill and ER was mediated by EF.

Methods: This study utilized a longitudinal database from the *Kids in Taiwan: National Longitudinal Study of Child Development* –3-old Cohort. The sample was selected from four waves of data collected when children were aged 3 to 6 years, with questionnaires completed by biological mothers. The total valid sample size was 1,175. This study investigated the regression analysis to investigate the autoregressive effects among GM skills, EF, and ER in children aged 3 to 6, as well as the predictive effects of GM skills and EF on ER. Additionally, a longitudinal mediation model analysis was conducted to examine the relationships among GM skills, ER, and EF across ages 3 to 6.

Results: Firstly, during the ages of 3 to 6, after controlling for child gender, parental education level, and monthly household income, the findings showed that GM skills, EF, and ER demonstrated significant autoregressive effects. Secondly, the findings revealed that GM skills and EF were significant predictors of ER. Finally, longitudinal mediation analysis indicated that EF mediated the effect of GM skills on ER.

Conclusions: GM skills were found to contribute to ER by enhancing children’s EF. These findings provide families and educators are encouraged to implement interventions and activities that foster both motor skills and EF to support children’s emotional development.

MEALTIME TECHNOFERENCE, SELF-REGULATION, AND PRESCHOOL CHILDREN'S EMOTIONAL EATING

Merve Nur Altundal, İbrahim Hakkı Acar

Özyeğin University, Türkiye

merve.altundal@ozu.edu.tr

Emotional eating (EE) refers to children's eating behaviors regardless of the presence of satiety when they are emotionally aroused (Sleddens et al., 2008). EE is linked to developmental outcomes, including weight and emotional problems (Webber et al., 2009; Buja et al., 2022). EE behaviors arise from a combination of individual characteristics, such as self-regulation—the ability to manage behaviors, emotions, and thoughts—and environmental factors like parental behaviors and mealtime dynamics (Herle et al., 2017; Karoly, 1993; Steinsbekk et al., 2020). Mealtime-technofence, defined as disruptions in parent-child interactions by parental screen use, may negatively relate to mealtime dynamics and contribute to EE (Gramm et al., 2020; McDaniel & Coyne, 2016). This study aimed to investigate transactional associations among parental mealtime-technofence, self-regulation (SR), and EE during preschool years.

We collected data from 231 children aged 36–76 months at two time points, six months apart. EE was assessed using the emotional overeating subscale of the Children's Eating Behavior Questionnaire (Wardle et al., 2001) and mealtime-technofence via the DISRUPT scale (McDaniel, 2021; Gramm et al., 2020). Researchers assessed self-regulation using the Preschool Self-Regulation Assessment Tool (Smith-Donald et al., 2007; Carlson, 2005).

Cross-lagged path analysis showed technofence at Time 1 was associated with increased EE at Time 2 ($\beta = .26$), whereas EE at Time 1 was related to less technofence at Time 2 ($\beta = -.21$). These findings suggest that technofence increases children's stress and reliance on food as a coping mechanism, while EE may serve as an indirect attention-seeking behavior, encouraging parents to reduce screen use during meals. Interestingly, higher SR was related to greater EE ($\beta = .15$), possibly indicating that children with better SR use EE as a short-term strategy to manage negative emotions, despite its limited long-term effectiveness. These findings suggest that EE is related with both individual and environmental factors (Puder & Munsch, 2010).

ASSOCIATION BETWEEN GENERAL MOVEMENTS AND NEURODEVELOPMENTAL OUTCOMES AT TWO YEARS OF AGE IN INFANTS BORN VERY PRETERM

Ninib Yakoub, Marieken Asprion, Stephanie Brezina, Tilman Reinelt, Giancarlo Natalucci

Family Larsson-Rosenquist Foundation Center for Neurodevelopment, Growth and Nutrition of the Newborn, Department of Neonatology, University Hospital Zurich, University of Zurich, Zurich, Switzerland

ninib.yakoub@usz.ch

Aim. To investigate the relationship between quality of General Movements (GMs) and neurodevelopmental outcomes in two-year-old infants born very preterm (VPT).

Method. Retrospective single-centre cohort study including infants born before 32 weeks' gestation. GMs video recordings at 3 months corrected age rated with the Motor Optimality Score - Revised (MOS-R). Recordings were rated twice by raters blinded to neonatal or developmental outcomes. Child cognitive, language and motor development at 2 years was assessed using the Bayley Scales of Infant and Toddler Development, 3rd edition.

Results. The study included 316 infants [52.5% males, mean (SD) gestational age 28.7 (2.3) weeks, birth weight z-score -0.14 (0.85)]. The median MOS-R total score was 23 (range: 5-28). The mean cognitive composite, language and motor scores at two years were 102.0 (15.4), 92.1 (16.1), and 95.8 (15.3) respectively. Higher MOS-R total scores were related to better cognitive and motor development at two years. However, associations disappeared when controlling for number of severe neonatal morbidities.

Interpretation. While the quality of GMs at three months corrected age is associated with the infant's cognitive and motor development at two years, it might have no incremental predictive power over the number of severe neonatal morbidities.

SUPPORTING SCHOOL TRANSITIONS: COUNSELING STRATEGIES FOR A 7-YEAR-OLD FACING ADJUSTMENT CHALLENGES

Asiye Dilber, Selen Demirtas Zorbaz

Ankara University, Turkiye

selenpdr@gmail.com

Although starting school is exciting for many children and their families, school, which is a very different environment from home, can cause anxiety in some children. Some children may have difficulty adjusting to school and this may affect their future academic, career and social emotional development. In this study, the psychological counseling process with a 7-year-old boy who has just started the first grade of primary school is discussed. The client lives with her parents and is an only child. In the first stage, the parents of the child were interviewed and information was obtained about both the family history and the past and current situation of the child. Parents were informed about the limits and ethical principles in the counseling process. Afterwards, the counseling process was started with the child and a humanistic approach close to child-centered play therapy was adopted. It was observed that the child played with animals during the sessions. Although the child showed a timid stance at first, he started to be more sociable in his games with the development of his relationship with the psychological counselor and getting used to the environment. While the counseling process with the child continued, a psychoeducation session was held with the parents on the changes they needed to make in their parental attitudes. Afterwards, the process was continued for three more sessions with the child and ended. In the last parent session, it was learnt that the peer relations of the child had improved and that the child started to play and participate in games with his classmates. It was stated by the parents that the class teacher gave feedback that the child was getting adjusted to the school and classroom environment. These changes in the client were confirmed by the follow-up interview with the parents after two-months.

DEVELOPMENT OF A TEST BATTERY TO ASSESS SELF-REGULATION AT PRESCHOOL AGE (SELKI)

Bianca Ulitzka^{1,2}, Monika Daseking^{1,2}, Julia Kerner auch Koerner^{3,2}

¹Helmut-Schmidt-University, Hamburg, Germany; ²DeA Research Center for Individual Development and Adaptive Education of Children at Risk, Frankfurt am Main, Germany; ³University of Muenster, Germany

ulitzka@hsu-hh.de

The ability of self-regulation develops significantly during preschool age (Zelazo et al., 2018). Preschool children with good self-regulation also have good individual prerequisites for school readiness (Biermann et al., 2008) and better mental health (Fergusson et al, 2013; Moffitt et al., 2011). To date, a comprehensive assessment of self-regulation in preschool children is not yet possible due to the lack of a test battery in German-speaking countries (Ulitzka, 2022). Even though the identification of deficits in Self-regulation can enable support before school entry and thus improve educational trajectories. The aim of this study is therefore to present a review of the newly developed test battery (SelKi). The test battery contains three tasks each to measure inhibition and working memory and two tasks to measure flexibility (shifting). In a first design sample ($n = 69$; 34 girls; 3-6 years; $M\text{-age} = 4.32$ years, $SD = 0.83$), all tasks show acceptable to very good internal consistencies ($\alpha = .66\text{-.}96$). Six of the tasks correlate with each other ($r = .26^* \text{-.}68^{**}$), while one task on inhibition and one task on flexibility correlate positively, but not always significantly, with the others. Performance in all tasks correlates with age ($r = .32^* \text{-.}61^{**}$) and no gender differences and no interactions of age and gender were found. There are no correlations with parental assessment of inhibition and working memory deficits in the BRIEF-P (Daseking & Petermann, 2013) or ADHD symptoms in the SDQ (Goodman, 1997). The preliminary results indicate that the SelKi test battery could be suitable for measuring executive functions at preschool age, but that a larger sample size is required. The collection of data is ongoing, so that a larger sample and therefore more accurate results can be expected at the time of the poster presentation.

THE STRUCTURE AND RELIABILITY OF THE SPOKEN LITHUANIAN LANGUAGE ASSESSMENT SCALE FOR PRESCHOOL-AGED CHILDREN DESIGNED FOR PARENTS

Gintautė Pūrė, Jurga Misiūnienė

Vytautas Magnus University, Lithuania

gintauteje@gmail.com

Assessing spoken language in preschool children requires a reliable instrument, as children of this age are not able yet to assess their own language level. While there are many instruments abroad that provide reliable results for assessment by professionals or parents, there is no psychological instrument available for the Lithuanian language and for the entire preschool age group. Considering this, a scale for parents has been developed for the assessment of spoken Lithuanian language in preschool children. An analysis of the scientific literature revealed that the level of a child's spoken language should be assessed by evaluating three aspects: passive and active vocabulary, language comprehension, and expressive language skills. Thus, a questionnaire consisting of 122 words and statements was created. To test the structure and reliability of the created questionnaire, a study was conducted with 105 parents raising preschool-aged children. The reliability analysis of the questionnaire showed that the overall internal consistency of all statements was low, and thus the questionnaire is not suitable for evaluating preschool-aged children's spoken language when combining all aspects into one. A confirmatory factor analysis revealed that the questionnaire consists of three scales: "Passive and Active Vocabulary Checklist", "Language Comprehension Assessment", and "Expressive Language Skills Assessment". The internal consistency of the statements that make up each scale separately is high. Therefore, based on the study results, it can be concluded that the questionnaire is suitable for assessing the spoken language of preschool-aged children from the parents' perspective, if it is not considered as one-dimensional. The suitability condition is met if the child's passive and active vocabulary, language comprehension, and expressive language skills are considered as separate indicators for the assessment of preschool children's spoken language.

WHAT DO JAPANESE PARENTS EXPECT FROM READING ALOUD?

Xuefei Gao

Seinan Gakuin University Graduate School, Japan

s27dh003@seinan-gakuin.jp

This study explored Japanese parents' expectations regarding reading aloud to their children. A questionnaire survey was conducted with 70 parents of preschoolers (children in the second year of kindergarten), and factor analysis and cluster analysis were used to examine variables related to the purpose of reading aloud, such as knowledge, lifestyle habits, imagination, and parent-child time.

Factor analysis revealed three core factors: (1) knowledge and lifestyle habits, (2) parent-child time and fantasy, and (3) influence of surroundings. Cluster analysis further divided parents into three groups according to their reading purposes. While each group prioritized different aspects, all showed similar behaviors during shared reading: conversations were often left to the children, and parents tended to point to pictures rather than words, indicating a relatively casual reading style.

Across all groups, the most valued feature in choosing books was the richness of the story and enjoyment of content. Fantasy books were the most preferred, while ethical or scientific knowledge was seen as less important. Most families reported reading aloud daily, with little emphasis on concrete learning outcomes.

These findings offer insights into Japanese parenting attitudes reflected in reading practices. Rather than aiming solely at education or knowledge acquisition, reading aloud is used primarily as a means of communication and emotional connection. The study contributes a culturally grounded understanding of how shared picture book experiences function within Japanese families and highlights the social and emotional dimensions of early literacy practices.

READINESS FOR ADULTHOOD AMONG YOUTH WITH AND WITHOUT AUTISM SPECTRUM DISORDER (AGES 10-17) IN TAIWAN: THE ROLE OF EXECUTIVE FUNCTION AND PARENTING STYLES

Ying-Chia Kao¹, Tzu-Hua Ho², I-Ting Hwang³

¹Department of Occupational Therapy, Kaohsiung Medical University, Kaohsiung, Taiwan; ²Department of Early Childhood Education, Asia University, Taichung, Taiwan; ³Department of Occupational Therapy, National Cheng Kung University, Tainan, Taiwan

yckao@kmu.edu.tw

Background: The transition to adulthood presents significant challenges for youth with autism spectrum disorder (ASD). However, limited research has explored how readiness for adulthood differs between youth with and without ASD and the factors that are associated with this transition in Taiwan.

Objective: This study examines the associations between youth's executive function (EF), parenting styles, and youth's readiness for adulthood among youth with and without ASD.

Methods: A cross-sectional study recruited parents of youth aged 10–17 years with and without ASD in Taiwan. Parents completed three questionnaires: (1) Pediatric Evaluation of Disability Inventory – Responsibility Domain, measuring readiness for adulthood; (2) Behavior Rating Inventory of Executive Function-2 (BRIEF-2), assessing youth's executive function; and (3) Parenting Styles and Dimensions Questionnaire. Parents of youth with ASD also completed the Social Communication Questionnaire-Lifetime. Linear regression models analyzed the associations of parenting styles (authoritative, authoritarian, and permissive), EF, ASD diagnosis, youth's age, and youth's sex with readiness for adulthood.

Results: Thirty-four parents of youth with ASD and fifty-seven parents of typically developing youth participated in the study. Three regression models were fitted. In the authoritative parenting model, the youth's age, ASD diagnosis, EF, and authoritative parenting were significantly associated with youth's readiness for adulthood, while sex was not ($R^2 = .53$, $F(5, 85) = 18.84$, $p < 0.001$). In the authoritarian parenting model, youth's age, ASD diagnosis, and EF were significant, while sex and authoritarian parenting were not ($R^2 = .45$, $F(5, 85) = 14.08$, $p < 0.001$). In the permissive parenting model, youth's age and EF were significant, while sex, ASD diagnosis, and permissive parenting were not ($R^2 = .45$, $F(5, 85) = 14.04$, $p < 0.001$).

Conclusion: EF and authoritative parenting may be associated with readiness for adulthood among youth with and without ASD. These findings highlight the importance of fostering EF skills and supportive parenting to enhance the transition to adulthood.

TOY DOGS AND YOUNG MINDS: HOW PRESCHOOLERS ATTRIBUTE AWARENESS TO INANIMATE OBJECTS

Minako Kimura

Meijo University, Japan

kmima@meijo-u.ac.jp

This study examines whether preschoolers attribute mental states to dog dolls and whether such attributions vary with the dolls' realism. Although previous research has explored children's interactions with dolls, limited studies have addressed how young children distinguish between animate and inanimate objects in this context.

In this study, thirty-eight kindergarten children (ages 5 and 6) from N City, Japan, participated. They interacted with three types of toy dogs: a cloth puppet, an automated plush toy, and a rechargeable robot dog. A verification task ensured children understood that warmth detection required physical contact. In the main task, children observed a toy dog's paw touching three heat packs, one of which was warm and answered whether the toy "knew" which was warm and whether the experimenter could guess correctly by asking the toy.

Results indicated that many children incorrectly attributed awareness to the toy dogs, as evidenced by responses suggesting the toys "knew" which heat pack was warm. Frequent comments such as "A dog can't speak" suggested that children distinguished between possessing knowledge and the ability to communicate it. Q-test analysis revealed no significant differences in correct-answer distribution across toy types, indicating that realism did not impact task difficulty.

These findings enhance our understanding of how preschoolers perceive artificial entities, shedding light on early cognitive development and its implications for the design of interactive educational tools and robotic companions.

THE MODERATING ROLE OF PARENTING RESPONSIBILITY PERSPECTIVES ON CAREGIVING IN CONDITIONAL DISCIPLINE AND CHILDREN'S SOCIABILITY

Wen-Hsuan Yang, Chien-Ju Chang

National Taiwan Normal University, Taipei, Taiwan

whyang0409@gmail.com

Introduction: Previous research has demonstrated that parental discipline strategies significantly influence children's social competence (Tompkins & Villaruel, 2022). However, the effectiveness of these strategies may vary depending on parents' beliefs about their caregiving responsibilities, including emotional regulation, providing necessary support, ensuring adult availability for guidance, and fostering peer relationships. This study investigates the moderating role of these perspectives on the relationship between conditional discipline and children's sociability, specifically focusing on behaviors such as cooperation, turn-taking, and sharing.

Method: Data were obtained from the national database "Kids in Taiwan: National Longitudinal Study of Child Development and Care" (KIT) involving 1,484 parents. Parents rated their caregiving responsibilities across four domains using a 3-point scale (1=Parent, 2=Educator, 3=Child). Latent Class Analysis (LCA) was conducted using Mplus 8.4 to identify distinct patterns of caregiving beliefs at age 5. The BCH 3-step method was employed to analyze the moderating effect of these patterns on the relationship between parents' conditional discipline at age 5 and children's sociability at age 6.

Results: A 4-class model demonstrated a good fit (loglikelihood=-4602.84, AIC=9275.68, BIC=9461.27, Adjusted BIC=9350.09, Entropy=0.73, LMR-LTR's $p < .001$, BLRT's $p < .001$). The four classes represent distinct caregiving philosophies: Educator-Trusted Delegates (15.0%), Parent-Centric Duty Delegates (26.7%), Shared Responsibility Advocates (47.8%), and Minimal Parental Responsibility Advocates (10.5%). Parent-Centric Duty Delegates showed a significant negative effect of conditional discipline on sociability ($\beta = -0.090$, $p < .05$), while other groups showed no significant effects ($\beta = 0.13 \sim -0.040$, $p > .05$). The moderating effect differed significantly between Parent-Centric Duty Delegates and Minimal Parental Responsibility Advocates ($p < .05$). These results suggest shared responsibility and child autonomy perspectives may buffer the impact of conditional discipline.

Conclusion: Parental caregiving responsibility perspectives moderate the link between conditional discipline and children's sociability. Tailored parenting interventions that align with these caregiving philosophies can enhance children's social competence.

THE IMPACT OF MATERNAL SENSITIVITY ON CHILDREN'S BEHAVIOR PROBLEMS: A LONGITUDINAL STUDY OF ARAB-SPEAKING CHILDREN WITH LANGUAGE DISORDERS IN ISRAEL

**Alaa Abu Dawoud¹, Reem Bashir-Khalaily¹, Sahira Madi¹, Nurit Gur Yaish²,
Efrat Sher-Censor¹**

¹The Interdisciplinary MA and PhD Programs in Child Development School of Psychological Sciences, University of Haifa, Israel; ²Oranim Academic College of Education, Israel
esher@psy.haifa.ac.il

Attachment research suggests parents' sensitivity to their children (i.e., reading children's signals accurately and responding in timely, attuned ways) impacts their socio-emotional development, including behavior problems. Most research has focused on typically developing children, but growing evidence supports this notion in children with autism, intellectual disabilities, cerebral palsy, and psychiatric disorders (Biringen et al., 2022). Our study extended prior work to children with language disorders, focusing on under-studied Arab families and using a longitudinal design to address the predominance of cross-sectional research in clinical populations. We hypothesized that children of less sensitive mothers would show more behavior problems over time.

Forty Arab-Israeli mothers and their children aged 4–9 years ($M_{\text{months}} = 68.63$, $SD = 16.47$; 10 female) participated in Time1, and 31 of them participated in Time2 (two years later). Twenty-two children were diagnosed with stuttering, and 18 with expressive language delay. Maternal sensitivity was assessed at Time1 through observed mother-child interactions (narrating with a picture book and "social play" without physical objects), coded using the Sensitivity scale (Biringen et al., 2008) and through the Reaction to Speech Disfluency Scale (Humeniuk & Tarkowski, 2016). Higher scores on the latter indicate less attuned and more negative maternal responses when children stutter or struggle expressing themselves (e.g., irritation, speaking for the child). Children's language disorder severity and verbal IQ were assessed using standard tests. Behavior problems were measured at Time1 and Time2 using mothers' reports on the Strengths and Difficulties Questionnaire (Goodman, 1997).

Controlling for background variables, regression analyses showed that lower maternal sensitivity (observed and self-reported) predicted more behavior problems at Time1 and an increase in these problems by Time2.

These findings extend prior research to Arab-speaking children with language disorders, emphasizing the importance of maternal sensitivity in shaping socio-emotional outcomes and highlighting the need for targeted interventions to support these families.

EARLY POSTNATAL TESTOSTERONE AND HARSH PARENTING AT 1 TO 3 MONTHS OF AGE AND PHYSICAL AGGRESSION AT 12 MONTHS OF AGE

**Rachel Lok Ching Li, Sixuan Zhang, Marshall M. C. Hui,
Eddy C. H. Tam, Karson T. F. Kung**

The University of Hong Kong, Hong Kong S.A.R. (China)

rachel.li@connect.hku.hk

Average sex differences in physical aggression have been consistently observed across various species, with males being more physically aggressive than females. In humans, sex differences in physical aggression are present starting from infancy and persist across childhood, adolescence and adulthood. Thousands of non-human mammal experiments have shown that early androgen exposure exerts programming and long-lasting influences on developmental outcomes that show sex differences. The present study examined whether early postnatal testosterone and harsh parenting can predict subsequent physical aggression. The present study specifically focused on 1-3 months of age, a window known as “mini-puberty”, which is a presumed critical period for neurobehavioural sexual differentiation in human development. When infants were 1–3 months old (T1), 3 weekly saliva samples were collected from infants for testosterone measurements. Mothers also filled out a questionnaire assessing harsh parenting at T1. When infants reached 12 months of age (T2), they completed a parent-child problem-solving task designed to elicit frustration and aggression in the laboratory. Mothers also filled out a questionnaire assessing the child’s physical aggression at T2. 422 mother-child dyads (238 boys) completed data collection procedures for both time points. There were significant differences in testosterone concentrations, harsh parenting, and physical aggression between boys and girls (all higher in boys). Moreover, higher testosterone concentrations as well as higher ratings of harsh parenting were associated with more physically aggressive behaviours in boys. Interactions between testosterone and harsh parenting in predicting physical aggression were also marginally significant in boys. No significant relationships were found in girls. These results suggest that early postnatal testosterone and harsh parenting, both independently and jointly, contribute to subsequent physical aggression in boys.

SOCIAL FACTORS LINKED WITH READING PERFORMANCE AMONG THE MAJORITY POPULATION AND IMMIGRANT- ORIGIN ADOLESCENTS IN FINLAND

Maria Towns, Florencia Sortheix, Katja Upadyaya, Rekar Abdulhamed

University of Helsinki, Finland

maria.towns@helsinki.fi

In Finland, research highlights a persistent academic achievement gap between majority population non-immigrant and immigrant-origin students. While these gaps remain consistent over the years, recent research indicates that there is a significant overall performance decline in students across all of Finland (OECD, 2023). Drawing on the ecological systems' theory (Bronfenbrenner & Morris, 2006) and the integrative risk and resilience framework for understanding immigrant-origin youth adaptation (Suárez-Orozco et al., 2018), the present study examines whether and how social factors, such as the quality of teacher-student relationships and students' sense of school belonging are linked with academic outcomes among non-immigrant majority population and immigrant-origin students .

Using multilevel data from the nationally representative Finnish sample in PISA 2022 (N = 10,239), this study investigates the associations between these social factors and reading comprehension test performance – a key measure of overall cognitive development and adaptation. Preliminary results suggest that the perceived quality of teacher-student relationship is an equally important positive predictor of reading test performance for all students controlling for other relevant predictors, such as gender, socio-economic status, language spoken at home and task effort. In turn, a strong sense of school belonging was only a significant predictor for first-generation immigrant students. Specifically, for them, a higher sense of school belonging was positively associated with reading test achievement. The findings are mostly in line with extant research emphasizing the role of feelings of belongingness for immigrant student adjustment but also suggest that a sense of belonging is particularly crucial for First-generation immigrant students.

TEMPERAMENT AND PROSOCIAL BEHAVIOUR: ANALYSIS OF INTERACTIONS IN PRESCHOOL CHILDREN

Madalina Grigore, Anna Di Norcia, Stefania Sette

Sapienza University, Italy

stefania.sette@uniroma1.it

Introduction: Temperament is a fundamental component of child development, influencing behaviour and social interactions. Prosocial behaviours (PB), defined as voluntary actions to benefit others (Batson, 1998), develops through interactions among temperament, social context, and emotion regulation processes (Eisenberg et al., 2006). This study investigates the relationship between temperamental profiles and PB in preschool children.

Method: A total of 114 parents (85.1% mothers, 12.3% fathers, 2.6% non-specified) of children aged between 32 and 71 months ($M = 56$ months; $SD = 8.1$) participated. Parents completed the Strengths and Difficulties Questionnaire (SDQ) to evaluate PB, and the Children's Behavior Questionnaire – Very Short Form (CBQ-VSF) to evaluate temperament. Statistical analyses included ANOVA and cluster analysis to identify temperamental profiles and examine their relationship with PB.

Results: Four temperamental profiles emerged: Profile A, where PB is $M=6.23$, has high impulsivity and low inhibitory control; Profile B (PB, $M=7.36$) has high emotional sensitivity and good inhibitory control; Profile C (PB, $M=7.40$) has high perceptual sensitivity and focused attention; Profile D (PB, $M=7.81$) has low levels of anger, fear, and impulsivity with strong inhibitory control. Children in Profile D showed the highest PB, likely due to better emotion regulation and lower negative emotionality (Memba & Ostrov, 2023). Additionally, a significant gender difference was observed for shyness ($p < .01$), with higher scores in females ($M = 11.09$; $SD = 4.82$) compared to males ($M = 9.07$; $SD = 4.11$).

Conclusions: The findings highlight the importance of temperament in modulating PB. Future research will apply more advanced statistical analyses, such as Latent Profile Analysis, to further investigate these findings. Children with higher inhibitory control and lower levels of negative emotions tend to be more prosocial. These results provide insights for educational interventions that foster the development of prosocial behaviours, taking into account individual temperament.

MATERNAL STRESS DURING PREGNANCY AND INFANT STRESS REGULATION: THE ROLE OF MATERNAL HAIR CORTISOL LEVELS ON INFANT CORTISOL REACTIVITY

Carolien Konijnenberg^{1,2}, Alida F. Sødal^{2,1}, Kjersti K. Bakken^{2,3}, Anna-Lena Zietlow⁴, Maria O'Keeffe^{2,3}, Sol Maja B. Bjørkevoll^{2,3}, Tor A. Strand^{2,3}

¹Department of Psychology, University of Inland Norway, Lillehammer, Norway; ²Innlandet Hospital Trust, Lillehammer, Norway; ³University of Bergen, Bergen, Norway; ⁴Institute of Clinical Psychology and Psychotherapy, Faculty of Psychology, Technische Universität Dresden, Dresden, Germany
carolien.konijnenberg@inn.no

Background. Poor maternal mental health during pregnancy is a significant public health concern that can adversely affect fetal brain development and child outcomes. High levels of stress during pregnancy can increase maternal cortisol levels, which can cross the placenta into the fetal bloodstream. Exposure to high levels of cortisol may disrupt the development of the hypothalamic-pituitary-adrenal (HPA) axis, potentially leading to a hyper-responsive stress system, making the fetus more vulnerable to stressors later in life. This study aims to investigate the effects of maternal cortisol levels during pregnancy on infants' stress response.

Methods. Preliminary data from 100 infants and their mothers recruited from public health care clinics in Innlandet County, Norway, will be presented. Maternal cortisol levels during pregnancy were measured in maternal hair samples provided at approximately 8 weeks postpartum. Infants' stress response was measured at 6 months by measuring saliva cortisol levels before (T1), and 20 minutes (T2) and 40 minutes (T3) after a blood sampling procedure. Statistical analyses will include multiple regression to examine the relationship between maternal cortisol and baseline infant cortisol levels (T1). Additionally, we will explore how maternal cortisol levels during pregnancy influence infant salivary cortisol reactivity to the blood sampling, specifically examining changes in cortisol levels from baseline to T2 and from T2 to T3.

Results. Mean maternal cortisol levels for each trimester and infant salivary cortisol levels at the three time points (T1, T2, and T3) will be reported. The relationship between maternal cortisol and infant baseline cortisol (T1) will be presented, along with the association between maternal cortisol levels and infant cortisol reactivity, as indicated by changes in cortisol from baseline to T2 and from T2 to T3.

Discussion. Findings will contribute to understanding the complex interplay between maternal mental health during pregnancy, cortisol levels, and infant stress regulation.

REAL-WORLD IMPLEMENTATION OF AN EVIDENCE-BASED PARENTING PROGRAM: THE EXPERIENCE OF FRONTLINE PRACTITIONERS IN CHILD PROTECTION SERVICES

Rita Pinto¹, Catarina Canário¹, Maria José Rodrigo², Orlanda Cruz¹

¹Center for Psychology at University of Porto, Faculty of Psychology and Educational Sciences, University of Porto; ²Faculty of Psychology, University of La Laguna

ritapinto@fpce.up.pt

Evidence-based parenting programs' implementation in real-world settings is critical to making effective interventions widely available and improving services and outcomes for children and families. However, there remains a gap in knowledge about how practitioners experience the implementation of these interventions with families at psychosocial risk, particularly in the context of child protection services. The current study examined the experiences of 10 practitioners implementing the 10-session Standard Triple P parenting intervention with 69 families involved with child protection services in Portugal as part of their routine care practice, of which 34 families completed the intervention and 35 did not. Specifically, this study aimed to characterize 1) the implementation fidelity, 2) how and why program modifications were made and their impact on the implementation fidelity, and 3) what barriers and facilitators practitioners perceived to implementation in these services. We evaluated fidelity using the Standard Triple P session summary checklists completed by the practitioners at the end of each session. Discussion sessions were conducted with the practitioners to collect data on modifications and implementation barriers and facilitators. Results showed that Standard Triple P was implemented with high fidelity, with practitioners reporting 96% adherence and 76.5% of families attending the full program dosage. Furthermore, practitioners reported modifications made at the content level and to the format of program delivery. Practitioners described the implementation of Standard Triple P in child protection services as shaped by facilitators and barriers at the client, practitioner, process, innovation, organization, and structural levels. They highlighted the need to balance fidelity with modifications to overcome barriers and increase adjustment to families' needs. This study emphasizes the role of practitioners' experience in the implementation process and its relevance to inform evidence-based practice with families at psychosocial risk.

CHINESE ADOLESCENTS' INFORMATION MANAGEMENT BEHAVIORS AND THEIR RELATIONS WITH DIFFERENT FORMS OF AUTONOMY: A DAILY DIARY STUDY

Shisang Peng, Skyler T. Hawk, Yueqi Wang

The Chinese University of Hong Kong, Hong Kong S.A.R. (China)

1155170257@link.cuhk.edu.hk

Autonomy pursuit is salient during adolescence. Autonomy can be conceptualized either as functional agency or detachment. The former reflects the volition to pursue goals and can promote adaptive adjustment, whereas the latter signifies alienation and may compromise psychosocial functioning (Van Petegem et al., 2013). Adolescents might engage in information management (IM), which includes voluntary disclosure and intentional concealment, as a means to achieve autonomy (Tilton-Weaver & Marshall, 2008). However, whether IM facilitates specific forms of autonomy lacks clear support. Prior research found a positive link between youth self-concealment and emotional autonomy (Finkenauer et al., 2002). Nevertheless, the autonomy assessment has faced criticism for blending different constructs (Ryan & Lynch, 1989), and the cross-sectional design could not determine the effect directionality. Other studies emphasizing adolescents' intrinsic motivations underlying IM suggest that autonomy perceptions might precede changes in disclosure and concealment (Tilton-Weaver, 2014). Aiming to address the ambiguity in effect valences and directions, this study examined the longitudinal associations between adolescents' IM behaviors and (mal)adaptive forms of autonomy. Specifically, 208 Chinese adolescents ($M_{\text{age}} = 15.00$; 43.30% male) completed 21 daily reports on disclosure, concealment, functional agency, and detachment from their mothers. Dynamic Structural Equation Modeling showed that disclosure was positively linked with functional agency at the between-person level, whereas concealment was positively correlated with detachment. Within-person associations indicate that when youth perceived greater functional agency than usual, they disclosed more to their mothers the next day. Conversely, when adolescents experienced greater detachment from mothers than usual, they concealed more the following day. However, no lagged effects existed from earlier IM to either form of autonomy. These findings highlight different forms of autonomy as a potential focus for practitioners to promote adolescents' healthy IM, indicating that disclosure may reflect a healthy sense of agency, while concealment could signify problematic relational distance from parents.

PARENTAL PHUBBING AND ADOLESCENT INVOLVEMENT IN BULLYING AND CYBERBULLYING: A SCOPING REVIEW OF INTERACTIONS AND PSYCHOLOGICAL MECHANISMS

Cristian Stifano¹, Rosalinda Cassibba¹, Gabrielle Coppola¹, Fabiola Silletti¹, Harriet Tenenbaum², Pasquale Musso¹

¹University of Bari Aldo Moro, Italy; ²University of Surrey, England

c.stifano2@phd.uniba.it

Phubbing, i.e., ignoring physically present individuals in favour of one's smartphone, poses significant challenges to interpersonal relationships and psychological well-being, particularly in the parent-child dynamic. As digital devices increasingly permeate all aspects of life, it is crucial to understand how parental phubbing may influence the development of aggressive behaviours in adolescents, including bullying and cyberbullying. This scoping review systematically examines the association between parental phubbing and adolescent involvement in bullying and cyberbullying, with attention to both perpetration and victimization. Following the PRISMA protocol, we identified and analyzed empirical studies investigating the relationship between parental phubbing and youths' aggressive behaviours. Our inclusion criteria encompassed research exploring key mediating factors—such as social anxiety, moral disengagement, and online disinhibition—and moderating variables related to adolescents' characteristics and broader family contexts. Our analysis revealed a consistent link between parental phubbing and a heightened likelihood of bullying and cyberbullying involvement among adolescents. Specifically, social anxiety, moral disengagement, and online disinhibition emerged as critical mechanisms mediating the impact of parental phubbing on youth aggression. Meanwhile, supportive family environments and robust socio-emotional competencies in adolescents appear to buffer these risks, functioning as protective factors. These findings highlight the importance of targeted interventions aimed at fostering more mindful smartphone use among parents, improving parent-child communication, and reinforcing adolescents' social and emotional skills. Such interventions may help counteract the negative influence of phubbing on adolescent aggression, thereby reducing bullying and cyberbullying rates and promoting healthier family relationships. By exposing gaps in the literature, this review provides a platform for future research to elucidate further the complex interplay between parental phubbing, adolescent development, and digital behaviour, ultimately informing educational programs and policies designed to curb these problematic trends. Further investigation in varied cultural contexts and longitudinal studies could clarify these dynamics.

LIFE GOALS AND PERSONALITY DIMENSIONS IN EMERGING ADULTHOOD: BETWEEN CHANGEABILITY AND RESISTANCE IN THE GOAL-PURSUIT-PROCESS

Hannah Bruckner, Iris Enengl, Caroline Vavrik, Anastasiya Bunina, David Seistock, Jan Philipp Amadeus Aden

Sigmund Freud Privat Universität, Austria

hannah_bruckner@gmx.at

Background: Emerging adulthood is characterized by diverse opportunities to pursue life goals, many with profound long-term implications. Individual personality traits play a major role in these processes, functioning as both protective and risk factors, this raises the question of their role in the process of individual goal-pursuit, especially for changeability and resistance against emotional influences.

Method: People aged 18 to 29 ($n=179$; $M=23.66$ ($SD=2.67$)) were surveyed using an online questionnaire. The currently most important development-goals were surveyed with open questions. Self-constructed items on the general experience of the goal-pursuit-process and on specific goal-related action tendencies were collected and analyzed thematically separately, in each case factor-analytically. In addition, the personality dimensions (Big-5) were recorded using the BFI-10. (I) Developmental goals were categorized into seven domains ($\kappa=.98$, $p<.001$) and ranked according to frequency of mention. (II) The self-constructed items were subjected to two exploratory factor analyses (EFA; Rotation:Varimax). (III) Finally, correlations between the five personality dimensions and the resulting factors were carried out on domain-specific basis.

Results: (I) Goals related to the domains of work/education ($n=99, 55.3\%$) and personal-growth ($n=35, 19.6\%$) were mentioned most frequently. (II) One factor results from the first EFA: (1) emotional experience of the goal-pursuit-process (EEZ) (variance: 58.68% , $\alpha=.76$, $rtt=.55$ – $-.57$, 4 items). Two factors resulted from the second EFA (variance: 72.23%): (1) Changeability in the goal-pursuit-process (WZ) ($\alpha=.68$, $rtt=.40$ – $-.55$), (2) Resistance to emotional influences in the goal-pursuit-process (REEZ) ($\alpha=.81$, $rtt=.68$). (III) In both domains considered (personal-growth, work/education), significant positive correlations between neuroticism and REEZ (work/education: $r=.56$, $p<.001$; personal-growth: $r=.34$, $p=.045$) were found. There were significant negative correlations between neuroticism and REEZ in both domains (work/education: $r=-.24$, $p=.015$; personal-growth: $r=-.62$, $p<.001$). In the work/

education domain, there are also correlations between conscientiousness and WZ ($r=-.31$, $p=.002$), conscientiousness and REEZ ($r=.38$, $p<.001$). Additionally, correlations between extraversion and REEZ ($r=.34$, $p=.044$), openness and changeability ($r=-.37$, $p=.028$) were found in the personal-growth domain.

Discussion: Given the instability of emerging adulthood, high neuroticism poses significant risks to successful development, highlighting the need for tailored developmental support based on personality dispositions.

RISKY PLAY IN A PRESCHOOL EDUCATION CONTEXT IN GREECE

Kallirroi Papadopoulou, Lia Tsermidou

National and Kapodistrian University of Athens, Greece

kalpapad@ecd.uoa.gr

Risky play is a fundamental aspect of children's development as, according to existing research, it promotes self-confidence, independence and psychological resilience, by helping children to overcome fears and to develop coping skills in challenging situations. However, in 21st century western societies, there is a tendency to avoid risky play in favour of children's safety, while research on risky play is limited, especially in environments not designed for this purpose.

The presented research focuses on children's, parents' and teachers' perceptions and experiences regarding risky play. It is conducted in one preschool educational setting with cultural heterogeneity and the presence of children with disabilities, which gives an inclusive and empowering character to the study findings. Data will be collected through focus groups with the children, the parents and the preschool teachers of the particular setting, thus allowing for a deeper understanding of participants' experiences and perceptions. The research questions are:

1. How do children perceive and engage in risky play?
2. How does the school environment support or hinder children's risk taking in their play?
3. What are parents' and preschool teachers' fears and concerns about risky play?
4. What is the role of preschool teachers in facilitating risky play?

The findings so far, highlight the desire of children to engage in risky play against adult restrictions, its contribution to developing children's self-confidence, independence and agency, as well as the diverse factors associated with risky play. At the same time, they highlight the importance of developing positive attitudes towards risky play as significant for children's development and the crucial role of parents and teachers in creating safe environments for risky play.

STRUCTURE OF THE CONCEPT OF KANYO IN ADOLESCENT FRIENDSHIPS

Akane Hattori¹, Kyoko Fujii², Seiichi Saito³

¹Kwansei Gakuin University, Japan; ²Kwansei Gakuin University, Japan;

³Osaka Shin-Ai Gakuin University, Japan

kwansei99akane.jg@gmail.com

Objective: This study examined the structure of the Japanese concept *Kanyo* in adolescent friendships. While Western psychology traditionally treats tolerance and forgiveness as distinct constructs, in the Japanese context, these elements are often integrated under *Kanyo*, with adolescents showing little distinction between the two (Hattori, 2024). Hattori identified three responses to interpersonal discomfort: recognition of individuality (tolerance), letting go of negative emotions (forgiveness), and willingness to maintain or rebuild the relationship (forgiveness). Given this overlap, the present study aimed to conceptualize *Kanyo* as a construct integrating aspects of tolerance and forgiveness. Two central components—recognition of individuality and letting go of negative emotions—were selected as focal dimensions. A new scale was developed and examined for its reliability and validity.

Method: Items were adapted from existing tolerance and forgiveness scales. Experts reviewed the content validity, and a scenario-based approach was employed to reflect *Kanyo*'s context-dependent nature. Data were collected from 327 Japanese university students (mean age = 20.0).

Results: After excluding one item with low communality and two with floor effects, exploratory factor analysis (principal factor method with Promax rotation) identified three factors: (1) Letting Go of Negative Emotions, (2) Acceptance through Recognition of Individuality, and (3) Rumination and Resolution of Discomfort. All factors demonstrated acceptable internal consistency (Cronbach's $\alpha > .77$). Construct validity was partially supported. "Letting Go of Negative Emotions" was weakly negatively correlated with TRIM subscales ($r = -.25$ to $-.18$). "Rumination and Resolution of Discomfort" showed moderate positive correlations ($r = .28$ to $.42$), while "Acceptance through Recognition of Individuality" was weakly positively correlated with interpersonal trust ($r = .15$) but not with loneliness.

Conclusion: This study advances understanding by conceptualizing *Kanyo* as a three-factor construct integrating both forgiveness and tolerance. Future studies should investigate the cross-cultural applicability and validity of the scale.

PATTERNS OF SCHOOL VICTIMIZATION AND ASSOCIATED WELL-BEING FOR SEXUALLY AND GENDER DIVERSE ADOLESCENTS

**Jingyi Huang¹, Ruby van Vliet², Laura Baams²,
Tessa M.L. Kaufman¹, Susan Branje¹**

¹Utrecht University, The Netherlands; ²University of Groningen, The Netherlands

j.huang@uu.nl

Purpose: School victimization among sexually and gender-diverse (SGD) adolescents is likely to persist across forms and contexts. This study aimed to explore SGD adolescents' detrimental well-being via such contextual persistence, thereby considering the multi-dimensional and heterogeneous nature of school victimization across forms, locations, and perpetrators.

Methods: Data were drawn from the Dutch Social Safety Monitor project, a cross-sectional, school-based national study. We analyzed data from the 2021 and 2022 sweeps, including 13,961 secondary school students (Mage = 14.17; 4,491 same/both-sex attracted; 850 gender-diverse).

Results: Heterogeneous patterns of school victimization were identified: three patterns for forms (none-low victimization, verbal victimization, all-form victimization), four patterns for locations (none-low, fewer-location, more-location, all-location), and three patterns for perpetrators (none-low, student-perpetrator, all-perpetrator). Compared to heterosexual, cisgender adolescents, SGD adolescents were significantly more likely to experience patterns involving multiple or all forms of victimization, across all tested school spaces, and from all tested perpetrators. These victimization disparities were associated with higher levels of depressive and anxiety symptoms and increased substance use.

Conclusion: SGD adolescents tend to experience persistent school victimization across multiple forms and contexts, exposing them to risks in most locations and from various perpetrators. This contextual persistence further contributes to their worse well-being, highlighting the need to address the heterogeneity of victimization and account for different dimensions.

WHY GIRLS STRUGGLE MORE: COPING AND WELL-BEING IN ADOLESCENTS DURING COVID-19

Linda Oweisová¹, Karel Rečka¹, Anna Ševčíková¹, Andrea Madarasová Gecková², Zuzana Dankulincová²

¹Psychology Research Institute, Faculty of Social Studies, Masaryk University, Brno, Czech Republic;

²Department of Health Psychology and Research Methodology, Faculty of Medicine, Pavol Jozef Safarik University, Kosice, Slovakia

loweisova@gmail.com

The COVID-19 pandemic has negatively impacted adolescent mental health worldwide, with girls experiencing a more pronounced decline in well-being indicators than boys. This study aims to understand the reasons behind reduced well-being in girls by examining gender differences in coping strategies and their association with well-being indicators among adolescents in 7th and 9th grades. Data from the HBSC survey ($N = 3,765$; 52% boys and 48% girls) were analyzed using a structural equation model (SEM). Results show that girls are more likely than boys to adopt avoidance coping, a strategy associated with poorer well-being, lower life satisfaction, increased psychosomatic symptoms, and poorer self-perceived health. Conversely, boys rated the received family support more positively than girls, which mediates the relationship between gender and distraction coping, contributing positively to well-being and health outcomes. In conclusion, boys and girls differ in their use of avoidance coping strategies, and this difference could contribute to distinct psychological functioning patterns, emphasizing the importance of more nuanced support systems for adolescents. These findings highlight the complex interplay between gender, coping strategies, and well-being indicators, offering a deeper understanding of how adolescents navigate mental health challenges.

A META-ANALYTIC STRUCTURAL EQUATION MODEL TO TEST THE WORKING MECHANISM OF THE FAMILY CHECK-UP

**Brechtje de Mooij, Laura Wielemaker, Geertjan Overbeek,
Loes van Rijn - van Gelderen**

Amsterdam University, The Netherlands

lwielem@uva.nl

The Family Check-Up (FCU) is a brief, family-focused intervention designed to enhance parenting behavior and improve child psychosocial functioning. Previous studies have established that this intervention is effective; however, the mechanisms by which these effects occur remain unclear. The proposed working mechanism of the FCU suggests that by improving aspects of parenting behavior – such as the quality of the parent-child relationship, positive behavior support, and limit-setting - children's psychosocial functioning is also likely to improve. So far, this mechanism has been investigated only in individual studies.

In this study, we will employ an innovative analysis method Meta-Analytic Structural Equating Modeling (MASEM), which allows us to assess all available data within a single model rather than examining each path individually. This approach offers a comprehensive overview of the intervention's working mechanism, leading to a more reliable estimation of its effects.

We conducted a thorough search of the PsycINFO, ERIC, Scopus, and Web of Science databases. Only articles published in English after January 1st, 2000, were considered eligible. A total of 66 peer-reviewed papers describing randomized controlled trials were eligible for inclusion. From these papers, we extracted correlations between a) the FCU and parenting outcomes (both positive parenting and negative parenting), b) parenting and child psychosocial functioning outcomes, and c) the FCU and child psychosocial functioning directly.

In the upcoming months, we will complete the coding and categorizing of the extracted data. Once coding is finalized, we will analyze all data by running MASEM models to determine whether the FCU effectively improves parenting and whether enhanced parenting leads to improved psychosocial functioning in children. Results will be available in August 2025.

ARE DISTINCT SLEEP PROFILES IN INFANCY RELATED TO EARLY ATTENTION AND EXECUTIVE FUNCTION DEVELOPMENT?

Anniina Karonen^{1,2,3,4}, Eeva-Leena Kataja^{1,3}, David, J. Bridgett⁵, Juulia, E. Paavonen^{6,7}, Riikka Korja^{2,1,8}, Hasse Karlsson^{1,3,9}, Linnea Karlsson^{1,10,3,4}, Saara Nolvi^{1,2,8,3}

¹FinnBrain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku, Finland; ²Department of Psychology and Speech-Language Pathology, University of Turku, Finland; ³Centre for Population Health Research, University of Turku and Turku University Hospital, Finland; ⁴Department of Child Psychiatry, Turku University Hospital, Finland; ⁵Department of Psychology, University of Nevada, US; ⁶Department of Public Health and Welfare, Finnish Institute for Health and Welfare, Helsinki, Finland; ⁷Paediatric Research Center, Child Psychiatry, University of Helsinki and Helsinki University Hospital, Finland; ⁸The Centre of Excellence for Learning Dynamics and Intervention Research, University of Turku and University of Jyväskylä, Finland; ⁹Department of Psychiatry, Turku University Hospital, Finland; ¹⁰Department of Public Health, University of Turku and Turku University Hospital, Finland
ammatt@utu.fi

Objective of the study. Rapid changes of sleep rhythm consolidation take place during infancy and difficulties with sleep during this period become persistent for some infants. Infancy is also a period of rapid development for many neurocognitive skills, such as executive functions (EF). It is hypothesized that the changes in sleep may influence infant EF development. There is still little understanding of these associations in infancy. We examine the relations between different infant sleep profiles and EF, and sustained attention.

Methodology. Participants were 1957 infants from a large birth cohort. A latent profile analysis using Mplus was employed to identify distinct sleep profiles based on four variables (night awakenings, sleep onset latency, total sleep duration, and bedtime) derived from BISQ at 6 months. The sleep profiles were linked with infant sustained attention measured using the IBQ-R Duration of Orienting scale at 6 months. In a smaller subgroup of infants (N=347), sleep profiles were linked with infant EF performance in a modified A-not-B task and sustained attention during Lab-TAB Blocks episode at 8 months.

Results. We identified four distinct sleep profiles which were characterized as having: 1) no sleep problems (60%), 2) night awakenings (6,8%), 3) long sleep onset latency and late bedtime (20,6%), and 4) short sleep onset latency (12,6%). Same profiles were confirmed in a subsample. The outcome analyses are underway.

Conclusion. We were able to identify four clinically relevant groups of sleep in a large cohort of infants. The associations of these profiles with infant EF might shed light on whether infant sleep problems vs. normative changes in sleep have relevance for neurocognitive development in infancy.

A PERSON-ORIENTED PERSPECTIVE ON COPING STRATEGIES IN MOTHER-TEACHER INTERACTION

Heike Drexler¹, Chantal Janßen², Werner Greve², Sarah Bebermeier¹, Peter F. Titzmann¹

¹Leibniz University Hannover, Germany; ²University of Hildesheim

drexler@psychologie.uni-hannover.de

Variable-centered approaches, based on inter-individual differences, frequently examine predictors and outcomes of various coping strategies (e.g., active coping, defense coping, emotion regulation). Such studies, however, rarely demonstrate how individuals combine different coping strategies. Person-centered approaches, in contrast, identify such combinations and group individuals in subgroups of similar coping strategies profiles. Our study aimed at identifying such subgroups. In addition, we wanted to predict subgroup membership by cultural conditions (ethnicity) and the endowment with financial, educational, and social (strong and weak network ties) resources, as predicted by theories of person-context-interaction. Coping strategies based on primary and secondary control (Heckhausen & Schulz, 1995) were assessed via vignettes among 907 mothers of preschool or elementary school children, who also reported disposable resources. In a vignettes approach typical hassles and mothers' coping responses in kindergarten or school were assessed. Latent Class analyses revealed five coping profiles: Profile 1 (n = 110; 12.1%) was primarily characterized by individuals' problem avoidance. Individuals in Profile 2 (n = 104; 11.5%) were marked by low levels of help-seeking, whereas members of Profile 3 (n = 218; 24.0%) scored highest in help-seeking strategies. Profile 4 (n = 122; 13.5%) was characterized by problem-oriented, active coping with a tendency to blame others for failures. Members of Profile 5 (n = 353; 38.9%) also reported problem-oriented coping, but do not blame others for failures. Membership in these subgroups was predicted by disposable resources. Findings showed, for instance, that social network size differentiated between members of Profile 2 (comparatively smaller networks) and Profile 3 (comparatively larger networks). Individuals with higher levels of education were less likely to represent Profile 1 and more likely to represent Profile 5. Altogether, our research shows that person-oriented approaches can add to the scientific understanding of how individuals cope with challenges.

EXPLORING PEER RELATIONS AMONG ADOLESCENTS IN TURKEY: A QUALITATIVE PERSPECTIVE

Gizem Deniz Saraydın, Aysun Doğan, Emine Hilal Mutlu

Ege University, Türkiye

gdenizsaraydin@gmail.com

Friendships play an important role in shaping adolescents' social and emotional development. Adolescents actively seek connections with peers who share similar ideas, experiences, and perspectives which fosters a sense of belonging and mutual understanding. These relationships provide a secure environment for adolescents to explore their identities, express their emotions, and build self-esteem. In addition, friendships play a protective role by offering emotional support during difficult times such as academic pressures, family conflicts, or personal problems. Research shows that positive peer relations promote social behaviors such as empathy, sharing, and effective communication as well as the development of interpersonal skills such as conflict resolution and cooperation. The aim of this qualitative study is to explore the adolescents' peer relations in Turkey. Specifically, we examined the activities they engage in, the topics they discuss, the time and locations in which they interact, and the function of cliques and crowds present in schools. A total of 273 high school students (57% girls) participated in this study and they were asked open-ended questions. The qualitative analysis is still ongoing. Preliminary findings revealed that adolescents spend time with their peers by playing computer games (27%), playing football (16%), and visiting malls or shopping (14%). The primary topics in adolescents' daily conversations include school (20%), classes and exams (12%), football (10%), and future plans (9%). Regarding crowds in schools, adolescents frequently mentioned jocks, the 'brains', and the choir and theater groups. Additionally, some specific crowds were observed only in local schools. These results highlight the importance of peers in adolescents' daily lives. Furthermore, the influence of peers often shapes adolescents' behavior, interests, and self-esteem, underscoring the need for positive peer relationships.

LEARNING FROM THE PANDEMIC EXPERIENCE: CHILDREN'S EXPLANATIONS FOR THE CAUSES OF PANDEMIC-RELATED CHANGES

Pirko Tõugu

University of Tartu, Estonia

pirko.tougu@ut.ee

Memory for personal experiences is an important source of new information for children and interventions supporting the formation of autobiographical memories often support content knowledge formation and retention (Benjamin et al., 2010; Haden et al., 2001; Marcus et al., 2017). The pandemic period is marked by several societal restrictions that imposed changes on children's regular routines and everyday life (Medrano et al., 2021; Pietrobelli et al., 2020; Stoecklin et al., 2021). These global experiences provided an opportunity to form autobiographical memories of the time and construct knowledge on the causes and mechanisms of viral infections. The present study focuses on children's explanations for the causes of the societal changes to explore children's everyday learning. Children ($N = 96$; aged 6 - 17, mean age 10,1; 49% girls) were interviewed and their memory for the societal changes probed; they were also asked why the changes were inflicted. Children provided 349 explanations or justifications for the societal changes in their recollections overall. The explanations were coded as (a) general i.e. explanations that simply introduced COVID-19 as the cause for societal changes; (b) misconceptions i.e., explanations that included elements of scientific explanations, but fell short at some aspect; (c) scientific i.e., explanations that focus on correct mechanisms of disease prevention or transmission; (d) pragmatic/focusing on the rules i.e., focusing on the goal of the restriction or the restriction itself; (e) animistic explanations; (f) socially oriented explanations i.e. explanations that focused on the well-being and safety of others. Age and gender differences in the types of explanations are analyzed. Results are discussed considering the concurrent understanding of concept development and the role of children's everyday experiences.

CHILDHOOD MALTREATMENT AND EMOTIONAL DEVELOPMENT: AN UMBRELLA META-ANALYSIS OF RESEARCH IN SAMPLES OF CHILDREN AND ADOLESCENTS

Laura Louise Smith, Dennis Golm, Jana Kreppner

University of Southampton, United Kingdom

Ls3g17@soton.ac.uk

Background. Childhood maltreatment (CM) is associated with impaired emotional development (ED), a putative latent vulnerability factor for the onset of later mental health problems. Current research on the association between CM and ED is fragmented, with the effects on different domains researched in isolation. This umbrella meta-analysis integrates the available evidence and provides a holistic overview of the CM-ED relationship.

Methods. A pre-registered systematic search of existing meta-analyses with a focus on children and young people (< 18 years) was conducted. Seven meta-analyses, including a total 140 articles, were identified. An umbrella meta-analysis on the effects of CM on emotion regulation, recognition, alexithymia and callous unemotional traits was conducted using Comprehensive Meta Analysis (v4).

Results. CM had a significant negative impact on emotion regulation and accuracy of identifying non-threatening emotions from facial expressions. CM exposed children were more prone to alexithymia and callous unemotional traits.

Conclusions. CM significantly negatively impacts ED across childhood and adolescence, including poorer emotion regulation and recognition, and increased CU traits and alexithymia symptoms. This review identifies gaps in the literature among the study of CM-associated ED deficits and identified a geographic bias to Western countries. Authors discussed strategies to implement socioemotional training for at-risk children.

THE CONNECTIONS BETWEEN UNPREDICTABLE ENVIRONMENTS AND ADVERSE CHILDHOOD EXPERIENCES AND THEIR RELATIONS TO A CHILD'S MENTAL HEALTH

Riikka Korja^{1,2,3,5}, Linnea Karlsson^{2,4,5,6}, Essi Salama^{2,4,5}, Susanne Sinisalo^{2,4,5}, Tuomo-Arttu Autere^{2,4,5}, Hasse Karlsson^{2,4,5,7}, Anna Aatsinki^{2,4,5}, Eeva-Leena Kataja^{2,4,5,7}

¹Department of Psychology and Speech-Language Pathology, University of Turku, Finland; ²Finn-Brain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku, Finland; ³Centre of Excellence in Learning Dynamics and Intervention Research (InterLearn), University of Jyväskylä and University of Turku, Mattilanniemi 6, 40100 Jyväskylä, Finland; ⁴Department of Child Psychiatry, University of Turku and Turku University Hospital; ⁵Centre for Population Health Research, University of Turku and Turku University; ⁶Department of Clinical Medicine, Unit of Public Health, University of Turku and Turku University Hospital; ⁷Department of Psychiatry, University of Turku and Turku University Hospital

riikka.korja@utu.fi

Increasing evidence indicates that both adverse childhood experiences (ACEs) and the unpredictability of a child's environment may increase the risk of subsequent mental illness. In this study, we investigate the associations between ACEs and the level of unpredictability in children's living environments at age 9. Additionally, we explore the possible interaction effect of ACEs and unpredictability on children's mental health at the same age.

This study is part of the FinnBrain Birth Cohort Study (Karlsson et al., 2017). At this stage, the sample included 81 children who participated in the study visit at age 9. Data collection is still ongoing. Unpredictability in the childhood environment was assessed using the Questionnaire of Unpredictability in Childhood (QUIC, Glynn et al., 2022). ACEs were measured using the Pediatric ACEs and Related Life-Events Screener (PEARLS). Children's mental health was assessed using the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) and the Child Behavior Checklist (CBCL; Achenbach et al., 2000).

Children's reports of unpredictability were significantly correlated with their reports of ACEs ($r = .047^{**}$). When comparing three groups based on ACE levels (low, moderate, and high), the level of unpredictability was higher in the high-ACE group ($M = 7.07$, $SD = 5.82$) compared to both the low-ACE group ($M = 3.8$, $SD = 2.7$) and the moderate-ACE group ($M = 4.28$, $SD = 3.56$) ($F = 4.035$, $p = .021$).

Preliminary findings suggest that ACEs and environmental unpredictability are linked, contributing to a potential cumulative risk to a child's well-being. While the two measures are correlated, they account for only about 20% of shared variance and should therefore be considered independently. In the poster presentation, we will present these associations with a larger study sample. We will also explore the direct and interaction effects of ACEs and unpredictability on children's mental health outcomes.

THE SILENT EFFECTS OF OSTRACISM: HOW SOCIAL EXCLUSION MODULATES BEHAVIORAL, PHYSIOLOGICAL REACTIVITY AND ATTENTIONAL DISENGAGEMENT IN 8-MONTH-OLD INFANTS

Giada Basset¹, Ermanno Quadrelli^{1,2}, Chiara Turati^{1,2}, Hermann Bulf^{1,2}

¹Department of Psychology, University of Milano-Bicocca; ²NeuroMI, Milan Center for Neuroscience
g.basset1@campus.unimib.it

Being ostracized -i.e., being excluded and ignored- has been shown to significantly impact psychological well-being (Wesselmann et al., 2016) and physiological activation in adults (Eres et al., 2021). This phenomenon also extends to cognitive processes, such as attentional disengagement from socially salient stimuli (i.e., faces; DeWall et al., 2009). While research has shown that ostracism influences infants' behavioral reactivity (Quadrelli et al., 2023), much remains unknown about how self-experienced ostracism affects social signal processing during infancy and its impact on physiological reactivity. This study explores whether being included or ostracized during a live triadic ball-tossing game impacts 8-month-olds' behavioral and physiological reactivity during the game, as well as their subsequent attentional disengagement from faces. Infants first engaged in a two-minutes free play interaction with their caregiver before participating in the ball-tossing game, where they were either included or ostracized. During both tasks, we measured infants' heart rate variability. Following the game, infants completed a disengagement task involving centrally presented neutral and scrambled faces, while their eye movements were recorded using an eye-tracking system. The current sample is composed of twenty-seven 8-month-old infants (N = 13 included and N = 14 ostracized). Preliminary results indicate that ostracized infants exhibit a reduced heart rate variability (rMSSD) as compared to included ones, suggesting increased stress levels. Behavioral reactivity data highlight a decrease in positive emotionality and an increase in active engagement (i.e., asking for the ball, catching the players' attention). Lastly, eye-tracking data suggest that 8-month-olds are slower to disengage from central stimuli when ostracized vs. when included. Data collection and analysis are still ongoing, however, these preliminary results underline that ostracism affects infants' physiological and behavioral reactivity but also attentional disengagement from social stimuli from very early in life.

CAREGIVER MIND-MINDEDNESS AND SENSITIVITY: THEIR INFLUENCE ON 8-MONTH-OLD INFANTS' PHYSIOLOGICAL REACTIVITY IN A FREE-PLAY SETTING

**Orsola Faré¹, Giada Basset², Ermanno Quadrelli^{2,3}, Chiara Turati^{2,3},
Hermann Bulf^{2,3}**

¹Department of Comparative Linguistic and Cultural Studies, Ca' Foscari University of Venice;

²Department of Psychology, University of Milano-Bicocca; ³NeuroMI, Milan Center for Neuroscience
o.fare@campus.unimib.it

Emotional regulation skills are deeply shaped by the quality of the parent-child relationship in the first years of life (Sameroff, 2004; Taipale, 2016). From a physiological perspective, emotional regulation is frequently assessed using Heart Rate Variability (HRV; Baughaire, 2015), with higher HRV levels indicating greater emotional regulation capacity and adaptive stress management. Furthermore, parental Mind-Mindedness (MM), defined as the ability to perceive and treat the child as an individual with a separate mind (Meins, 1997a) and regarded as a cognitive component of the broader construct of maternal sensitivity (Meins, 1999), has been shown to contribute to infants' physiological emotional regulation (Zeegers et al., 2017). The present study aims to expand the existing literature by investigating whether the quality of parent-infant interactions influences emotional self-regulation abilities as early as 8 months of age. Twenty-seven 8-month-old infants (11 females, Mage = 254 days, SD = 9 days) participated in a two-minute video-recorded free-play interaction session with their parent, where the infant's heart rate was recorded. Subsequently, we coded the parental MM and evaluated the quality of interaction considering five domains: parental sensitivity, dyadic reciprocity, interaction rhythm, exchange intensity, and emotional tone (Gartstein, Crawford & Robertson, 2008). Data analysis is still ongoing but will be completed before the conference date. We hypothesize that parental MM will influence infant HRV and that interaction quality will also have an impact on HRV. Furthermore, we expect higher levels of MM to be associated with greater interaction quality (i.e., parental sensitivity and dyadic reciprocity). Examining the impact of Mind-Mindedness and parental sensitivity on infants' physiological regulation will provide deeper insights on the role of relational processes in shaping the development of self-regulation abilities.

A HUMANIZING INTERVENTION ADDRESSING CHILDREN'S DEHUMANIZATION OF AND PROSOCIALITY TOWARDS GENDER NONCONFORMING PEERS

Marshall M. C. Hui, Karson T. F. Kung

University of Hong Kong, Hong Kong S.A.R. (China)

mhmc@connect.hku.hk

Background: Gender nonconforming (GN) children are more likely to be rejected and bullied than are gender conforming (GC) children. Our previous study has revealed that, starting from around 9 years of age, children blatantly dehumanize GN peers by rating GN peers as less human-like than GC peers. This study examines whether emphasizing GN peers' humanizing characteristics (i.e., competence, sociability, and morality) can improve children's dehumanization of and prosociality towards GN peers as well as their acceptance of gender nonconforming behaviors.

Method: Participants included 129 Chinese children aged 9-12 years in Hong Kong. First, children read vignettes of either a hypothetical GN boy or GN girl. Then, children were randomly assigned to either the intervention group or the active control group. In the intervention group, children read stories demonstrating the GN peer's humanness traits. In the active control group, children read stories describing the GN peer's daily routines. Blatant dehumanization was measured by children's ratings of how human-like the GN peer was on the Insect scale and the Ascent of Man scale. Prosociality was assessed by children's decisions to help the GN peer in the Tangram Help/Hurt Task. Acceptance of gender nonconformity was assessed by rating scales.

Results: The humanizing intervention significantly enhanced children's perception of GN peers' competence, sociability, and morality. Also, compared with children in the active control group, children in the intervention group rated GN boys as more human-like ($p < .001$) but rated GN girls as similarly human-like ($p = .766$). Children in the intervention group showed greater willingness to help GN peers ($p = .096$) and greater acceptance of gender nonconforming play behaviors ($p = .037$) than did those in the active control group.

Conclusion: Emphasizing GN peers' humanness characteristics could be an effective psychoeducational strategy to reduce GN-based bullying and promote gender inclusion.

PARENTING AND FOSTER CARE IN GREECE: THE ROLE OF PARENTAL REFLECTIVE FUNCTIONING

**Argyro Nastou¹, Kalliroi Papadopoulou¹, Lida Anagnostaki¹,
Alexandra Dimitriadou², Vasiliki Talantzi²**

¹National and Kapodistrian University of Athens, Department of Early childhood Education, Greece;

²Metera” Attica Region Social Welfare, KKPPA, Greece

anastou@hotmail.gr

Parental Reflective Functioning (PRF) refers to a parent’s ability to reflect on their own internal mental and emotional states (thoughts, feelings, desires) as well as those of their child (Fonagy et al., 1991). It involves understanding that one’s own thoughts and feelings can be influenced and transformed by acknowledging the thoughts and feelings of the other, and has proven a fruitful direction in both theory and research, especially regarding sensitive parenting, parent-child interactions, and the formation of secure relationships. PRF is a critically important capacity for foster parents, considering the high levels of trauma and the emotional and behavioral difficulties often experienced by foster children. It helps foster parents tolerate and manage their children’s challenging behaviors and dysregulated emotional states, while also positively influencing the children’s attachment representations. However, to our knowledge, research on foster parents’ PRF is limited, especially regarding children in preschool and early school years, and completely absent in the Greek context.

The purpose of the present study, which is part of the first author’s ongoing doctoral research on the formation of secure relationships between foster parents and young children, is to evaluate the PRF of foster parents in Greece. Participants were 30 foster parents, mothers and fathers, who foster children between the ages of 4 and 7. PRF has been assessed through the Parental Development Interview (PDI) (Fonagy et al., 1998), which evaluates PRF while also allowing for the overall exploration of the parent-child relationship in the present. The findings suggest that foster parents’ PRF is associated with better parental care, greater parental satisfaction, and a sense of self-efficacy, as well as better communication within the family. At the same time, the findings highlight the significant need for psychoeducational intervention programs that focus on PRF.

THE INFLUENCE OF URBAN STRESSORS ON PARENTING AND CHILD BEHAVIOR: EXPLORING THE ROLE OF URBANICITY

Brechtje de Mooij^{1,2}, Loes van Rijn-van Gelderen^{1,2}

¹Research Institute of Child Development and Education; University of Amsterdam, The Netherlands;

²Centre of Urban Mental Health, University of Amsterdam, The Netherlands

L.s.demooij@uva.nl

Mental health problems tend to cluster in urban areas, highlighting the significant impact of city living on psychological well-being (Krabbendam et al., 2021). Urbanicity emerged as a crucial factor in understanding the development of mental health issues (van der Wal et al., 2021). Urban stressors such as high population density, access to facilities and green space, and social cohesion have been linked to mental health outcomes. Research suggests that growing up in an urban environment increases the risk of developing mental disorders, including anxiety and depression (Penkelle & Kohler, 2014; Krabbendam et al., 2021).

Beyond individual mental health, urban environments may also shape family dynamics. Neighborhood disadvantage has been associated with higher parenting stress (Spijkers et al., 2002) and increased child problem behavior (Sellström & Bremberg, 2006). However, previous studies primarily focused on socioeconomic status, overlooking other urban factors that may shape parenting and child development. Moreover, few studies have examined how urban stressors impact parenting behavior itself.

This cross-sectional study examined whether urbanicity-related factors relate to parenting and child behavior. We surveyed 169 Dutch parents ($n = 127$ mothers) with children aged 2 to 17 years ($M_{\text{age}} = 8.75$, $SD = 4.42$). Most participants lived in high-density neighborhoods (66.1%) with moderate to high socioeconomic status (67.7%). Parents provided self-reports on general health, stress, urban stressors, neighborhood social cohesion, parenting stress, parenting behavior, and child problem behavior. Using multiple regression models, we will analyze whether urbanicity (parents' experiences of urban stressors, socioeconomic position, and population density) relates to parenting stress, parenting behavior, and child problem behavior. Results will be available in August 2025.

Understanding the relationship between the urban environment and parenting could provide valuable insights for designing more effective, context-aware parenting interventions. Our findings could also offer insight into moderation factors in intervention research.

THE ROLE OF TEMPERAMENT, EXECUTIVE FUNCTIONS, AND SELF-REGULATION IN ACHIEVEMENT SITUATIONS IN STUDENTS' LEARNING OUTCOMES

Saara Haapanen¹, Katja Tervahartiala^{2,1}, Riikka Hirvonen³, Noona Kiuru¹

¹Department of Psychology, University of Jyväskylä; ²Department of Psychology and Speech-Language Pathology, University of Turku; ³School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland

saara.m.haapanen@jyu.fi

Background: Self-regulation is continuous and dynamic adaptation of emotions, behavior, and cognition in goal-directed actions. Previous research has associated it with academic achievement, yet the definitions vary by research perspectives and are not often integrated. This study researches self-regulation from a cognitive perspective by examining the core facets of executive functions: working memory, inhibition, and cognitive flexibility. Also, it includes a developmental perspective by Rothbart's temperament model and its temperament dimensions, effortful control, surgency, and negative affectivity. Furthermore, it includes the child's real-time regulation in learning situations assessed by parents and teachers.

Objectives: This study seeks insights into associations between temperament, executive functions, and everyday self-regulation in learning situations with academic achievement in children. It focuses on early adolescents, while most previous research on self-regulation focuses on younger children.

Methods: The participants of the study (n=190) were Finnish 6th graders (median age 12 years), who performed executive functions tasks. The students also answered a temperament questionnaire (Rothbart's EATQ-R Short). Parents and teachers were asked to assess students' self-regulation in homework and learning situations at school by questionnaires.

Results: After controlling for gender, parents' education, fluid intelligence, and learning difficulties, of the investigated temperament dimensions, effortful control was associated with higher teacher and parent-reported self-regulation in learning situations, and poorer working memory and inhibition. Surgency was negatively associated with cognitive flexibility. Furthermore, higher cognitive flexibility and teacher-reported self-regulation predicted better academic achievement. Finally, higher effortful control predicted higher teacher-reported self-regulation in learning situations, which further contributed to better academic achievement. Also, cognitive flexibility mediated the association between surgency and subsequent academic achievement.

Discussion: This study deepened the understanding of the role of self-regulation in learning outcomes and the underlying mechanisms. This knowledge is needed to better target effective educational supporting interventions and recognize children at risk for difficulties in self-regulation.

BECOMING A SIBLING IN CHINA: WHAT CHILD AND FAMILY CHARACTERISTICS PREDICT EARLY SIBLING RELATIONSHIP QUALITY?

Yining Shi, Xiwen Fu

University of Cambridge, United Kingdom

ys654@cam.ac.uk

Early patterns of sibling relationships often remain stable throughout childhood and adolescence, underscoring the importance of fostering high-quality sibling bonds from the start. However, little research explores the factors influencing the initial development of these relationships, particularly the child's own characteristics. The enduring impact of China's nearly four-decade-long one-child policy means that, despite its relaxation, having one child is still normative for a large proportion of the current families. Consequently, it is culturally challenging for young Chinese children to accept younger siblings. This study aimed to assist Chinese children and families in adapting to the transition to siblinghood.

We assessed 155 firstborn-mother dyads in China at three time points: late pregnancy of the secondborn to examine potential determinants and at 2 and 6 months into siblinghood to assess outcome variables. Child factors, including social understanding and temperament, were evaluated through mother-reported questionnaires, while language abilities were assessed using performance-based tasks. Family factors (i.e., maternal factors and other family relationships) were measured through interviews, performance-based assessments, and mother-reported questionnaires. Sibling relationship quality (i.e., positive engagement, antagonism, and jealousy) was assessed mainly through mother reports.

T3 data collection is in progress, and we conducted hierarchical regression based on existing data. Results indicate that, after controlling for firstborns' age and gender, temperament but not social understanding was associated with sibling relationship quality: children's anger proneness was positively linked to T2 antagonism toward infant siblings. Among family factors, only maternal mind-mindedness positively predicted T3 firstborns' jealousy while controlling for demographic factors and T2 sibling relationship quality. This suggests that mind-minded mothers, being highly attuned to their children's thoughts and emotions, may lead children to become more aware of their concerns about the sibling. This finding is novel in the field, and more advanced statistical analyses will be conducted once data collection concludes in May.

THE ROLE OF SELF-CARE COMPETENCE IN THE RELATIONSHIP BETWEEN RETROSPECTIVELY PERCEIVED PARENTAL ACCEPTANCE/ REJECTION AND PERFECTIONISM

Anna Kubiak, Anna Kamza, Michalina Dzielińska, Konrad Piotrowski

SWPS University, Poland

akubiak1@swps.edu.pl

Parental acceptance and rejection play a crucial role in shaping a child's psychological and emotional development. Children who feel accepted by their parents tend to develop positive self-esteem, emotional stability and confidence in interpersonal relationships. Perceived parental rejection, on the other hand, is associated with a range of negative effects, such as low self-esteem, emotional instability and hostility (Khaleque & Rohner, 2012). These negative effects often persist into adulthood as well, affecting various aspects of life, including personality traits and parenting styles.

Our goal was to assess whether perceived parental rejection in childhood is associated with higher levels of perfectionism (both self-oriented and child-oriented) and lower levels of capacity for self-care in adulthood, and whether self-care competence mediates the relationship between rejection/ acceptance and perfectionism.

We used Parental Acceptance-Rejection Questionnaire (Rohner, 2016) to measure parental acceptance/ rejection. To measure the capacity for self-care we used the Self-Care Competence Questionnaire (Brzeg, Suchanska, 2017). We also used The Children Dyadic Almost Perfect Scale (C-DAPS) by Shea, Slaney, Rice (2006) and The Frost Multidimensional Perfectionism Scale (Frost, 1990) to measure child-oriented and self-oriented perfectionism respectively.

The results of our study show that self-care competence completely explains the relationship between retrospectively perceived mother's acceptance and disappointment for one's own child. The higher the acceptance of the parent's mother, the higher the parent's self-care competence, and thus the lower the disappointment for one's own child. Furthermore, self-care competence completely explains the relationships between retrospectively perceived father's acceptance, expectations towards one's own child and being disappointed with him/her. The higher the father's acceptance of the parent, the higher the parent's capacity for self-care, and thus the lower disappointment and the lower perfectionist expectations towards one's own child.

IMITATIVE ABILITY IS RELATED TO ASD TRAITS, GROSS MOTOR, AND RECEPTIVE LANGUAGE AT 14 MONTHS

Miyuki Kondo¹, Asami Shinohara¹, Hiroki Higuchi¹, Tessei Kobayashi¹, Tomoko Nishimura², Toshiki Iwabuchi², Kenji Tsuchiya²

¹NTT Communication Science Laboratories, Japan; ²Hamamatsu University School of Medicine
miyuki.kondo@ntt.com

Imitation is essential in learning new skills and facilitating a social glue from early childhood (Over, 2020). Pittet et al. (2022) showed that 2- to 5-year-olds with high ASD traits and low linguistic abilities have lower imitative ability. However, though imitation develops rapidly in the second year of life (Barr & Hayne, 2003), the factors governing imitation at that age are unclear. This study clarified the factors determining imitative ability at an early age, focusing on several types of abilities (e.g., language and motor skills) and ASD traits.

Using Japanese-speaking 14-month-olds' data from the Hamamatsu Birth Cohort for Mothers and Children, a longitudinal cohort of children born in a specific hospital in Japan (Takagai et al., 2015), we conducted multiple regression analyses on the imitation score retrieved from the MacArthur-Bates Communicative Development Inventories as the dependent variables. The predictors were the scores of expressive language, receptive language, fine motor, gross motor, and visual reception from the Mullen Scales of Early Learning and ASD traits obtained from the Modified Checklist for Autism in Toddlers (M-CHAT). In addition, we used the children's demographic data as covariates, such as gender, birth weight, father's and mother's educational background, annual income at the time of registration in the cohort, and the mothers' frequency of alcohol consumption and smoking during pregnancy. The total number of available data was 893 (442 females) without missing values for all the above data.

The results showed that the gross motor and the ASD traits strongly related to imitation ($p < .001$). Moreover, the receptive language was associated with imitation ($p = .028$), though the expressive language was not. These present findings extend the previous research, revealing that imitative ability is related to ASD traits, gross motor, and receptive language at 14 months, which is an earlier age than reported previously (Pittet et al., 2022).

A STUDY ON THE EXECUTIVE FUNCTION TRAJECTORIES OF TAIWANESE CHILDREN IN THE CONTEXT OF CHINESE CULTURAL PARENTING

Hsin-Tzu Tsai, Chien-Ju Chang

Department of Child and Family Science, National Taiwan Normal University
m00106235@gmail.com

Executive function (EF) is a complex cognitive ability that enables individuals to formulate appropriate plans and make sound judgments across various situations. Early deficits in EF development can hinder later growth and negatively impact other domains, such as language and social-emotional development. EF development is highly influenced by environmental factors, with parenting being one of the most crucial determinants. However, existing research on the relationship between parenting and EF predominantly relies on Western parenting theories, while longitudinal studies within Chinese cultural contexts remain limited. Given that parenting practices are deeply shaped by cultural values, applying a Western theoretical framework to examine the relationship between parenting and EF within Chinese culture may not provide a comprehensive understanding and presents certain limitations. Thus, this study aims to explore the influence of Taiwanese parents' Chinese culture parenting on the developmental trajectories of children's EF. The sample was drawn from the Kids in Taiwan (KIT) database, consisting of longitudinal parent-reported data collected consistently from the same respondents when the children were aged 1 to 6 years (N=4,236; 50.4% boys, 49.6% girls). The analysis variables include parenting beliefs (discipline, teaching, achievement expectation, shame), parenting behaviors (positive response, conditional discipline), and children's EF IRT scores. Latent Growth Model (LGM) analysis was applied. The results indicated that Taiwanese children's executive function (EF) exhibited a linear growth trajectory from ages 1 to 6. Parents' Chinese cultural "teaching" beliefs and positive responsive parenting behaviors at the age of 1 were associated with higher initial EF levels. In contrast, parental conditional discipline behaviors were negatively associated with the rate of EF development. This study tracks EF development in Taiwanese children aged 1 to 6 using national data, offering generalizable findings for cross-cultural comparisons and insights for future parenting education programs.

DEVELOPMENT OF MORAL EVALUATIONS OF LYING OR REPORTING FOR TRANSGRESSIONS OF PEERS

Hajimu Hayashi

Kobe University, Japan

hajimu@port.kobe-u.ac.jp

This study examined the development of moral evaluations of lying and truth telling for transgressions of peers. Japanese first graders and fifth graders in elementary school children as well as adults (university students), made moral judgments about lying or truth telling of a protagonist who saw his/her friend breaking the rule. The protagonist was asked twice (Time 1: the friend was present and Time 2: the friend was absent) by their teacher whether it was the friend who had broken the rules. In the lie context, the protagonist lied in both Time 1 and Time 2, saying it was not the friend who did it. In the truth context, the protagonist lied in Time 1 but told a truth in Time 2, saying it was the friend who did it. The result showed that in the lie context, first graders judged bad in both Time 1 and Time 2, and the degree of bad decreased with age. In the truth context, first graders judged bad in Time 1 but good in Time 2, and the degree of bad or good decreased with age. In both contexts, adults judged neither bad nor good on average in both Time 1 and Time 2. These results indicate that, nevertheless the case in which protecting peers, younger children think that lying is worse whereas adults think that lies to protect others have both good and bad aspects. Furthermore, the children's moral judgments about lying and truth-telling change over time from an early age to adults.

THE RELATIONS BETWEEN FIRST-GRADE STUDENTS' TEMPERAMENT AND TEACHER-STUDENT INTERACTION

Jaana Viljaranta¹, Eija Räikkönen², Sari Mullola³, Kaisa Aunola²

¹University of Eastern Finland, Finland; ²University of Jyväskylä, Finland;

³University of Helsinki, Finland

jaana.viljaranta@uef.fi

Children's individual characteristics, such as temperament, play an important role in a successful transition to school. In this study we examined whether first-grade students' temperamental characteristics (low task-orientation, negative emotionality, positive mood, and inhibition) were related to the level of and variation in daily teacher-student interaction. Altogether 153 students and their teachers participated the study where the teacher-student interaction (that is, affection, psychological control, and behavioral control teachers used with students) was measured across one school week in the Fall term one week in the Spring term of students' first school year. Regression modelling was used to analyse the intensive diary data.

The findings indicate, in general, that temperamental characteristics that could be seen as more challenging in the classroom environment, such as low task-orientation and negative emotionality, were related to teachers' reports of using psychological and behavioral control in their interaction with the students. However, the findings of this study showed somewhat different kinds of relations a) when examining the relations in the levels of the different interaction types and in the daily variation in using these, and b) when examining them in the Fall term and in the Spring term. This indicates that the beginning of schooling is an important phase in the formation of teacher-student interaction, and the individual characteristics of the student play a role in this development.

The findings can be utilized while aiming to increase teachers' knowledge on different kinds of factors that may affect to their interaction with students.

MATH ANXIETY AND GENERAL ANXIETY IN MOTHERS AND THEIR CONNECTIONS TO SCHOOL-AGED CHILDREN'S MATH ANXIETY

Maija Vänninen^{1,2,3}, Tuire Koponen^{3,4}, Fiia Takio^{1,2,3}, Riikka Korja^{1,2,3}, Jenni Salminen^{3,5}, Minna Torppa^{3,5}

¹FinnBrain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku, Turku, Finland; ²Department of Psychology and Speech-Language Pathology, University of Turku, Turku, Finland; ³The Centre of Excellence for Learning Dynamics and Intervention Research (InterLearn), University of Turku and University of Jyväskylä, Finland; ⁴Department of Education, University of Jyväskylä, Jyväskylä, Finland; ⁵Department of Teacher Education, University of Jyväskylä, Jyväskylä, Finland

mtvann@utu.fi

Introduction. Emotions and learning are known to interact reciprocally. Anxiety is the most prevalent academic emotion, negatively impacting learning when experienced at high levels. Anxiety can be categorized into general and domain-specific anxiety, such as math anxiety. Associations between parent's and children's math anxiety have been studied, but few studies have also considered the parent's general anxiety. This is important for better understanding the phenomenon and its transmission mechanisms. Gender differences are evident in math anxiety, with girls reporting higher levels despite performing similarly to boys.

Aims. This study investigates how maternal general and math-specific anxiety are associated with school-aged children's math anxiety. The study explores whether these associations differ between boys and girls. Additionally, it examines the relationship between mothers' and children's arithmetic skills and their levels of anxiety.

Methods. The sample includes 705 children (mean age 9y11mo, 50,8% girls) who were in 3rd grade, and 362 mothers participating in the VUOKKO study (<https://www.jyu.fi/en/projects/interaction-learning-and-development-vuokko-follow-up-study>). The data was collected in 2021–2023.

Children's math anxiety was assessed with a parent-reported questionnaire (adapted from Francis et al., 2020) and child's own questionnaire (Sorvo et al., 2017, 2019). Mothers' math and general anxiety were measured through self-reported questionnaires (Núñez-Peña et al., 2014; Viikki & Leinonen, 2015). Mothers' and children's arithmetic skills were also evaluated.

Results. Preliminary results show that mothers' math and general anxiety were weakly positively correlated ($r(357)=.17$, $p=.001$). Children's arithmetic skills and math anxiety were moderately negatively correlated for girls ($r(284)=-.30$, $p<.001$) and for boys ($r(269)=-.30$, $p<.001$). Detailed findings will be presented at the conference.

Conclusions. This study provides insights into the intergenerational transmission of learning-related emotions, and the relationship between general and domain-specific anxiety in mother's and their children. The study also gives more information on the relationship between arithmetic skills and math anxiety in children and in their mothers.

ANATOMICAL CONFIGURATION GUIDES PERCEPTUAL REPRESENTATION OF HANDS IN EARLY INFANCY

Chiara Dondena, Valentina Silvestri, Hermann Bulf

University of Milano-Bicocca, Italy

chiara.dondena@unimib.it

Hands are socially meaningful components of the human body, allowing us to perform actions and gestures, express emotions and intentions since early in life. Evidence shows that infants' visual and haptic experience is rich with their own's and others' hands (Fausey et al., 2016; Aslin, 2009): during their first months of life, infants learn to interact with objects and communicate with people by using and attending to hands (Deák et al., 2014). Recently, it has been shown that infants are sensitive to the shape and structure of hands, preferring scrambled over intact images of hands (Jubran et al., 2019). However, in Jubran and colleagues' study, images of scrambled hands were created by altering the location of one more finger (e.g., pinky repositioned between thumb and index finger), thus breaking the overall gestalt. Here, we explore whether infants' representation of hands is guided by anatomical coherence when the overall gestalt is maintained, but anatomical plausibility is disrupted (i.e., anatomically implausible but configurally recognizable hands). 22 full-term, Caucasian infants participated in the study (mean age = 6.98 months, SD = 0.58; 9 males). Infants were presented with intact and scrambled images of hands, in which all fingers were switched among one another to anatomically inconsistent positions, but still preserving the overall hand configuration. Infants' looking times to right and left hands, presented in dorsal or palm view, were recorded using an eye-tracker within a preferential-looking task where intact and scrambled hand images were simultaneously presented. Preliminary results reveal that both hand view (palm vs. dorsal) and laterality (right vs. left hand) modulate infants' preference for scrambled over intact hand images ($p = .017$). Our findings shed light on the specificity of visual information underlying infants' sensitivity to hands, advancing our understanding of the mechanisms driving perceptual representation and social tuning towards hands.

CHANGES IN RELATIONSHIP DYNAMICS OF UNMARRIED AFRICAN AMERICAN COPARENTS ACROSS THE TRANSITION TO PARENTHOOD: EFFECTS OF A PRENATAL COPARENTING INTERVENTION

Selin Salman-Engin¹, Carla Smith Stover², James McHale³

¹Bilkent University, Türkiye; ²Yale University Child Study Center, New Haven, CT, USA;

³University of South Florida, St. Petersburg, USA

selinsalman@bilkent.edu.tr

Normatively, transitions to first-time coparenthood demand considerable adjustment of partners (Cowan & Cowan, 2000), and significant declines in marital satisfaction surface after the birth of a first child (Mitnick et al., 2009). Historically, most studies have enrolled married, white, European heritage families; comparatively less is known about relationship trajectories of unmarried African heritage coparents. This study examined changes in positive and negative relationship dynamics among such coparents during the parenthood transition, utilizing both self-report and observational indices. We also explored effects of a prenatal coparenting intervention on relational changes at 3 and 12 months postpartum. A randomized controlled trial enrolled 136 unmarried, lower-income, African American coparents prenatally (McHale et al., 2022a, 2022b). following them to 3 and 12 months postpartum. At each timepoint coparents completed a Positive and Negative Quality in Relationship Scale (PANQIRS; Mattson, Paldino, & Matthew, 2007), and recorded conflict discussions that were analyzed using a System for Coding Interactions in Dyads (SCID; Malik & Lindahl, 2000). An analogous decline in relationship quality to that documented among married European heritage families was seen on both self-report and observed interactions. However, declines were less pronounced among coparents who received the intervention, suggesting a protective effect on relationship dynamics. Findings indicate that a prenatal coparenting intervention for unmarried African American coparents can mitigate relationship deterioration and foster better adaptation during the critical parenthood transition.

PREDICTORS OF OUTCOME FROM AN ONLINE, PARENT-LED INTERVENTION FOR CHILD ANXIETY PROBLEMS

Emily Whitaker, Chloe Chessell, Cathy Creswell

University of Oxford, United Kingdom

emily.whitaker@psy.ox.ac.uk

Background: Mental health problems are prevalent among children, with 13.4% of young people worldwide meeting diagnostic criteria (Polanczyk et al., 2015). Anxiety problems are particularly common, yet few families access support (Reardon et al., 2018). Long waiting times and perceived stigma are frequently cited barriers to accessing treatment. One way to address these issues and increase access is to deliver treatment online and through parents.

A treatment to meet this need already exists – Online Support and Intervention for child anxiety (OSI). OSI is a digital, parent-led treatment based on cognitive behavioural therapy principles, consisting of eight modules and therapist support. A recent randomised controlled trial (the Co-CAT study; Creswell et al., 2024) showed that OSI was clinically and cost effective, and acceptable to families and clinicians.

Methods: Following the Co-CAT study, participating clinical teams were invited to continue using OSI in their routine practice (i.e. outside of a research study). This formed a service evaluation project called OSI-GROWS (GRowing OSI With Services). Initial outcomes from the OSI-GROWS project are promising and comparable to those in the Co-CAT study. However, we have little information about which groups of children do not benefit from OSI, and what characteristics may predict poorer outcomes.

Predictors of outcome in the OSI-GROWS project will be explored, along with predictors of acceptability and engagement. OSI collects child demographics, including age, gender, primary anxiety problem, and suspected or diagnosed neurodevelopmental conditions, that will be used as predictor variables.

Results and Discussion: The findings from this study will increase our understanding of which families benefit least from online, parent-led treatments for child anxiety problems and inform adaptations to OSI to ensure that the intervention is as effective as possible for more families.

UNRECIPROCATED BONDS: LOOKING INTO ADOLESCENTS' PARASOCIAL RELATIONSHIPS

Sema Nur Toker¹, Kübra Berber¹, Simay Vapurlu Şimşek²,
Selen Demirtaş Zorbaz¹

¹Ankara University, Türkiye; ²Yeditepe University, Türkiye
berber_kubra@hotmail.com

Parasocial relationships, unreciprocated connections with media figures, have gained significance with the rise of digital technologies and social media. Adolescence is a developmental stage where parasocial relationships happen often and it is important to understand adolescents' motives for parasocial relationships. Also, the figures with whom adolescents establish parasocial relationships may be a significant factor in their self-development. While it may support them in developing adaptive coping strategies, it may also negatively affect their well-being with an increased tendency towards social comparison. Thus, understanding adolescents' parasocial relationships is important for enhancing mental health services tailored to their needs.

The present study aims to investigate adolescents' experiences regarding parasocial relationships, their causes, and consequences. Purposive sampling was used to select adolescents (13–18) who reported admiration for and parasocial relationships with media figures. Semi-structured interviews were conducted using a 14-question protocol, developed by the researchers, reviewed by experts, and refined through a pilot study to ensure validity. The study group consists of 5 adolescents. Interview recordings were transcribed and systematically coded. Codes were then grouped into categories, from which broader themes were generated through thematic analysis. Interviews revealed categories such as the onset age (approximately 10) and duration of parasocial relationships, reasons for admiration (e.g., talent, success), the perception of social support, the development of positive behaviors through modeling admired figures, and the similarity of parasocial relationships to real-life relationships in terms of closeness, while participants remained aware of their one-sided nature. Interviews are ongoing as the data has not yet reached saturation. The findings will be discussed holistically considering the needs leading to a parasocial relationship and the negative and positive aspects of experiencing this type of relationship.

This presentation is supported by TÜBİTAK 2224-A Grant Program for participation in scientific meetings abroad.

PRESCHOOL CHILDREN'S PERFORMANCE ON THE THEORY OF MIND SCALE AND THE TEST OF EMOTION COMPREHENSION

Gabriella Óturaj, Vårinn Hauan Nilsen, Monika Abels

UiT The Arctic University of Norway, Norway

gabriella.oturai@uit.no

Theory of mind and emotion comprehension are distinct but related aspects of social cognition, as found by empirical studies and reflected in the comprehensive tests used to assess them: The Theory of Mind Scale (Wellman & Liu, 2004) contains some emotion-related items, and the Test of Emotion Comprehension (TEC, Pons & Harris, 2000) contains some belief-related items. We tested the relations between performance on these two tests in a group of 51 Norwegian children (30-76 months, $M = 53.47$, $SD = 12.73$; 30 girls, 21 boys). We expected positive correlations in overall performance, as well as between pairs of items that assess the same construct, namely children's understanding (1) that different people can have different preferences, (2) that in the case of false beliefs, emotions rely on the belief instead of the state of the world, and (3) that people can show a different emotion than what they feel. Finally, we compared the passing rates across these pairs of items to explore their relative difficulty in the two tests. Our results showed a significant correlation between overall performance on the ToM Scale and the TEC ($r = .48$, $p < .001$), which, nevertheless, disappeared when controlling for age ($rp = .17$, $p = .238$). From the expected item-level correlations, only the one for diverse desires was significant ($r = .35$, $p = .012$). The explorative analyses showed that the diverse desires item was passed by significantly more children in the ToM Scale than in the TEC (82.4% resp. 49%, McNemar's test $p < .001$), while the belief-emotion and real-apparent emotion items did not differ significantly across tests. These results will be discussed related to theories of social-cognitive development as well as the construction and coding of the ToM Scale and the TEC.

‘WHAT IF IT WAS YOUR LIL’ SIS?’ – EXPLORING YOUTH PROFESSIONALS’ APPROACHES TO ENGAGING WITH (POTENTIAL) STREET HARASSMENT PERPETRATORS

**Charlotte van Tuijl¹, Lysanne te Brinke¹, Milene Gonçalves²,
Jeroen van der Waal¹**

¹Erasmus University Rotterdam, The Netherlands;

²Delft University of Technology, The Netherlands

vantuijl@essb.eur.nl

Street harassment is a persistent societal challenge rooted in power imbalances, such as gender inequality and sexual double standards. Despite global efforts to prevent street harassment, little attention has been given to the role of youth professionals—those working with youth at the neighbourhood or street level on a daily basis—in addressing this issue.

Youth professionals build long-term relationships with youth, promoting youth’s self-confidence, sense of belonging and pro-social behaviour. This makes them uniquely positioned to contribute to various approaches that can aid in street harassment prevention. On the other hand, their own identities and experiences likely shape how they perceive street harassment, and how they think potential perpetrators need to be approached.

This study explores how youth professionals in Rotterdam, the Netherlands, engage with youth (aged 12-24) who (may) participate in street harassment. More specifically, by applying an inductive data analysis on semi-structured interviews with n = 25 youth professionals, it aims to uncover 1) their perceptions of street harassment, 2) their strategies to approach and communicate with (potential) street harassment perpetrators, and 3) how the first shapes the second.

Preliminary findings indicate that youth professionals perceive street harassment among youth as primarily driven by peer pressure and social norms shaped by social media. However, their strategies to approach and communicate with (potential) street harassment perpetrators often focus on changing individual beliefs and strengthening empathy by leveraging personal relationships. Our findings suggest that it is essential to equip youth professionals with more comprehensive strategies for reducing street harassment and promoting safer spaces for women and minority groups.

MULTI-COMPONENT GENDERED PLAY AND MULTI-DIMENSIONAL GENDER IDENTITY IN AUTISTIC AND NON-AUTISTIC CHILDREN

Karson T. F. Kung, Jacqueline C. S. To, Marshall M. C. Hui

Department of Psychology, University of Hong Kong, Hong Kong Special Administrative Region
karson.kung@hku.hk

Background: In recent years, there is a surge in research studies investigating the intersection of autism and gender diversity. These studies have shown that, in adolescents and adults, gender diversity is elevated in autistic individuals. Almost all prior studies focused on adolescents or adults, and very limited research has examined gender diversity in autistic children. The few prior studies including autistic children (3 studies on gendered play and 1 study on gender identity) relied heavily on parent reports, examined a limited number of outcomes, and did not assess cognitive abilities.

Method: The present study examined aspects of gendered play and gender identity in 120 children without intellectual disability (30 autistic boys, 35 non-autistic boys, 20 autistic girls, 35 non-autistic girls) aged 4–11 years. Vocabulary and abstract reasoning were also assessed. For gendered play, measures were employed to assess parent-reported composite play, observed toy play, self-reported activity preferences, self-reported toy preferences, and self-reported playmate preferences. For gender identity, children's self-reports were used to assess own-gender similarity, other-gender similarity, gender contentedness, and wish to be of the other gender.

Results: Consistently across all 9 play and identity outcomes, there were differences between autistic boys and non-autistic boys in the same direction, suggesting increased gender nonconforming play and increased gender identity variance in autistic boys. These differences in play and identity in boys were mostly medium or large and were mostly significant. Autistic and non-autistic boys did not differ in vocabulary, abstract reasoning, or age. No consistent, clear, or significant differences emerged in comparisons of autistic and non-autistic girls.

Conclusion: Gender diversity may emerge early in childhood in autistic individuals, although the developmental trajectory may differ for autistic boys and girls. The relatively unaltered development in autistic girls may be in part explained by masking and exposure to female peers and adults.

BETTER LANGUAGE SKILLS ARE RELATED TO BETTER COOPERATING SKILLS DURING PRESCHOOL YEARS

Eeva Eskola^{1,2,3}, Katariina Willberg¹, Katja Tervahartiala^{1,2,4}, Aura Yli-Savola^{1,2}, Elisabeth Nordenswan^{1,2}, Niina Junntila⁵, Hasse Karlsson^{2,6}, Linnea Karlsson^{2,6,7,8}, Elina Mainela-Arnold^{1,2}, Riikka Korja^{1,2}

¹Department of Psychology and Speech-Language Pathology, University of Turku, Finland; ²Finn-Brain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku and Turku University Hospital; ³Pediatric Neurology, Turku University Hospital; ⁴Department of Psychology, University of Jyväskylä; ⁵Department of Teacher Education; ⁶Centre for Population Health Research, Turku University Hospital and University of Turku; ⁷Department of Public Health, University of Turku and Turku University Hospital; ⁸Department of Child Psychiatry, Turku University Hospital and University of Turku

epesko@utu.fi

Introduction. It is well established, that prosocial behavior is related to aspects of individual cognitive development, especially theory of mind (Imuta et al., 2016). Despite the self-evident connection between language and social interactions, the evidence supporting this hypothesis remain sparse (Bonifacci et al., 2024). The aim of this study was to investigate the association between language skills and prosocial behavior at 5 years of age.

Methods. Participants ($n = 545$, 44.2 % girls) belong to FinnBrain Birth Cohort Study. At the age of 5 years, prosocial behavior was measured with parent report using Multisource Assessment of Children's Social Competence Scale (MASCS). Two subscales of prosocial behavior were used: Cooperating Skills and Empathy. Language skills were measured with Reynell Developmental Language Scales III (RDLS-III) and Similarities of the Wechsler Preschool and Primary Scale of Intelligence III during study visits. In addition, mean length of utterance was calculated from a speech sample collected in a free-play situation.

Results. According to the preliminary results, RDLS-III was related to Cooperating Skills ($r(383) = .102$, $p = .046$). In addition, Similarities was related to Cooperating Skills ($r(510) = .179$, $p < .001$). No statistically significant associations were found between MLU and Cooperating Skills or any language variable and Empathy.

Conclusions. According to the preliminary results, better language skills are associated with better parent-reported cooperating skills at the age of 5 years in a normative cohort sample. According to previous literature, prosocial behavior is related to a child's social relationships, well-being and academic achievements. The knowledge of early associations between prosocial behavior and other individual factors is crucial information when the targets of early interventions are planned.

ADAPTING THE CHILDBEARING MOTIVATION SCALE (CMS) IN POLAND: EXPLORING THE ROLE OF HEALTH CONCERNS IN RE- PRODUCTIVE CHOICES

Anna Chwastek, Monika Mynarska

Cardinal Stefan Wyszyński University, Poland

ania.chwastek@o2.pl

Persistently low birth rates and increasing childlessness present significant economic and policy challenges, garnering attention from demographers, sociologists, and economists. Psychologists are particularly interested in the motivations behind parenthood and childlessness, emphasizing their role in individual well-being across the lifespan. Childbearing decisions are equally critical in health sciences, due to their strong connections to reproductive and general health. Pregnancy intentions, for instance, significantly shape maternal and child health outcomes.

Although medical and health-related aspects are inherently linked to reproduction, research on childbearing motivations tends to marginally address concerns about pregnancy and childbirth. In contrast, worries about the future child's health are largely overlooked. This study sought to adapt the Childbearing Motivation Scale (CMS), developed by Guedes and colleagues in Portugal in 2015, to the Polish context and expand its scope to include various health-related concerns about future offspring, including the increasingly relevant issue of genetic disorders. A total of 386 Polish adults participated in an online survey, completing the Polish, expanded version of the CMS. The original scale's structure was largely replicated, with minor adaptations. Notably, within the Negative Motivation dimension, two health-related subscales emerged, capturing concerns about the child's general health and fears of passing on a genetic condition. While both subscales demonstrated good internal consistency and discriminant validity, the latter showed a particularly strong negative correlation with childbearing desire.

The expanded version of the CMS allows more nuanced perspective on health concerns in childbearing motivations. These concerns may be pivotal for reproductive decisions, but also for women's health-related behaviours during pregnancy, such as prenatal testing choices or overall self-care during pregnancy—factors crucial for maternal and child well-being.

QUALITY AND DEVELOPMENT OF ROMANTIC RELATIONSHIPS OVER EMERGING ADULthood

Inmaculada Sánchez-Queija¹, Águeda Parra¹, Marta Díez¹,
M. Carmen García-Mendoza¹, Enrique Arranz²

¹Universidad de Sevilla, Spain; ²UPV/EHU, Spain

queija@us.es

Establishing a **romantic relationship** has long been considered an essential developmental task of emerging adulthood. However, this assumption is being questioned as emerging adults take longer to achieve adult roles. This study aims to explore the quality of romantic relationships and their **change throughout** the early years of emerging adulthood. In this paper, we present longitudinal data from 446 **emerging adults** (153 men, 293 women, 3 **persons** with other gender identities). Among other measures, participants completed the Affection, Reliable Alliance, and Antagonism subscales of Network Relationship Inventory (Furman y Buhrmester, 1985) at Wave 1 (2020, Mean age= 20.91) and Wave 2 (2024, Mean age= 24.09). Of the total sample, 46.5% (W1) and 57.8% (W2) reported being in a romantic relationship. A K-means clustering analysis of these scores revealed three distinct groups: The first cluster (25% of the sample), characterized by low scores in Affection and Reliable Alliance and low scores in Antagonism, showed a significant increase in Reliable Alliance from W1 to W2. A second group (63.3% of the sample) had the highest scores in Affection and Reliable Alliance and the lowest scores in Antagonism, although Reliable Alliance decreased from W1 to W2. The third cluster (11.4% of the sample) exhibited high scores in both Affection and Reliable Alliance as well as in Antagonism. While the significant change over time was a decrease in Reliable Alliance, we also observed a decrease in Affection and an increase in Antagonism. The distribution of men and women was similar across all three clusters, and there was no wave*sex interaction in any of the variables. Finally, **belonging to one of these three clusters** was associated with Flourishing and Psychological Distress highlighting the growing importance of romantic relationships in the lives of emerging adults.

THE FAMILY STRESS MODEL AND CHILD PHYSICAL AGGRESSION: FATHERS AND CHILDREN IN NORWAY

Agathe Backer-Grøndahl¹, Daniel Shaw², Thormod Idsoe³, Ane Nærde¹

¹The Norwegian Center for Child Behavioural Development, Norway; ²Department of Psychology, University of Pittsburgh; ³Department of Special Needs Education, University of Oslo

agathe.backer-grondahl@nubu.no

The Family stress model (FSM) represents a theoretical perspective addressing the relationship between socioeconomic status (SES), family processes and child development. While repeatedly supported in high-risk families, relatively little research has been conducted on the FSM in low-risk samples and welfare societies like the Nordic ones. Also, most research has focused on mothers. We used a large population-based sample (N=1557) of Norwegian fathers and their children and tested the FSM as a framework for predictions of child physical aggression (e.g., hit, pinch, kick) via various paternal stress indicators and parenting practices. More specifically, we examined potential longitudinal SES-related risk pathways between two different indicators of SES (early economic hardship and maternal and paternal education), paternal mental distress (anxiety and depression), paternal parental stress, and paternal harsh parenting behaviors (paternal reports), and subsequent child physical aggression (maternal reports) across child ages 6 to 48 months. The results from a structural model testing mediated pathways with bias corrected bootstrap (=1000) showed support for the tenets of the FSM in that child aggression was predicted by a) economic hardship through paternal stress and paternal harsh parenting, and b) by maternal education through paternal harsh parenting. The mediated pathways were small, but significant. The results thus show that having experienced family economic problems during a child's first year of life is related to fathers experiencing heightened parental stress, which is linked to more harsh parenting behaviors at child age three, which in turn predicts more physical aggression when the child is four years old. Moreover, higher maternal, but not paternal, education is linked to less paternal harsh parenting practices, which in turn is linked to fewer instances of child physical aggression. In conclusion, the results support the FSM even in the relatively low-risk sociopolitical context of a Nordic welfare state.

THE RELATIONSHIP BETWEEN PARENTAL MONITORING AND ADOLESCENTS' PROBLEM BEHAVIORS: THE ROLE OF NEIGHBORHOOD DISORDER AND ADOLESCENTS' INTERPRETATIONS

Medine Açıkgöz, Şule Selçuk

Hacettepe University, Türkiye

medineacikgoz@hacettepe.edu.tr

The relationship between parental monitoring (i.e, rule-setting and parental solicitation) and adolescents' problem behaviors has been examined in many studies. Additionally, few studies have investigated how adolescents interpret rule-setting and parental solicitation and whether neighborhood characteristics moderate the link between parental monitoring and adolescent maladjustment. However, to our knowledge, no study has examined whether adolescents' interpretations of monitoring practices change as a function of perceived neighborhood characteristics, and whether this has an impact on how they relate to problem behaviors in adolescents. This study aims to examine whether perceived neighborhood disorder moderates the association between parental monitoring practices, adolescents' interpretations of parental monitoring, and adolescents' problem behaviors. The participants will be 300 Turkish adolescents aged between 14-18 years residing in neighborhoods that vary in terms of crime rates and socioeconomic status. Adolescent will report on parental rule-setting and solicitation (Parental Control and Parental Solicitation Questionnaires; Kerr & Stattin, 2000), interpretations of parental monitoring (anticipated negative feelings, perceptions of being intruded on, perceived mattering to parents, and perceived legitimacy of parental monitoring) by using 4 vignettes (Selçuk et al., 2022), neighborhood disorder (the Perceived Neighborhood Disorder Scale; Ross & Mirowsky, 1999), and internalizing and externalizing problems (the Youth Self Report/11-18; Achenbach & Rescorla, 2001). We anticipate that perceived neighborhood disorder will moderate (1) the relationship between parental monitoring practices and adolescents' interpretations of parental monitoring and (2) the direct relations between parental monitoring practices and adolescents' problem behaviors. As previous research does not provide a solid ground, we do not have a specific hypothesis as to whether adolescents who perceive higher levels of neighborhood disorder will report more benign or more negative interpretations, and more or less problem behaviors compared to those who perceive lower levels of neighborhood disorder. We will test our hypotheses with a moderated mediation path analysis.

ANXIETY OF MOTHERS AND CHILDREN DURING THE COVID-19 PANDEMIC: A MODERATED MEDIATION MODEL

Bilge Onursal Özer¹, Beril Kiyak Yilmaz¹, İlayda Çalışkan Demirbaş¹, Deniz Tahiroğlu², Aysun Dogan³, Başak Şahin-Acar¹, Sibel Kazak Berument¹

¹Middle East Technical University, Türkiye; ²Bogazici University, Türkiye; ³Ege University, Türkiye
berilkiyak@gmail.com

Studies showed that the COVID-19 has affected people's lives around the world but death rates varied across the countries. Research showed that the COVID-19 pandemic impacted not only parents but also children's mental health. They experienced problems such as worry, loneliness, and anxiety (Orgiles et al., 2020), as well as an increase in their anxiety levels compared to the pre-pandemic phase (e.g., Hawes et al., 2020; Ravens-Sieberer et al., 2020). COVID-19-related anxiety, stress and experiences are found to be associated with increased mental health problems in mothers (Hart & Han, 2021) and also in their children. Thus, present study aimed to investigate children's anxiety levels during the pandemic by controlling pre-pandemic levels of both mothers' and children's anxiety in Türkiye. Specifically, how mothers' COVID-19 experiences mediated by their general anxiety levels during pandemic in predicting their children's anxiety. Since children differentially affected by their environment the moderating roles of children's temperamental traits (negative affect and sensory processing sensitivity) were also tested in the association between maternal and child anxiety levels during pandemic. Four moderated mediation models were tested by the Process Macro (Model 14; Hayes, 2018; see Figure 1). 324 mother-child pairs were recruited for this study and the measurements were collected both before the pandemic and during the pandemic. Findings suggested that maternal anxiety related to COVID-19 and mothers' losses due to COVID-19 were both positively related to maternal general anxiety during the pandemic, which in turn, were significantly related to child anxiety indicating a full mediation model. Additionally, for the temperamental trait of negative affect, a moderated mediation model was marginally significant. Results will be discussed by comparing the findings from different countries.

PLAY IT COOL: HOW GAMIFIED SUSTAINABILITY EDUCATION DRIVES PRO-ENVIRONMENTAL CHANGE

**Federica Papa¹, Francesca Cuzzocrea², Patrizia Oliva²,
Francesca Liga³, Luana Sorrenti³, Claudia Gianelli³, Sebastiano Costa¹,
Maria Cristina Gugliandolo³**

¹Department of Psychology, University of Campania “Luigi Vanvitelli”, Italy; ²Department of Health Science, University “Magna Graecia” of Catanzaro, Italy; ³Department of Clinical and Experimental Medicine, University of Messina, Italy

federicapapa55@gmail.com

Introduction: Given the urgency of addressing climate change and promoting pro-environmental practices to meet global sustainability challenges, innovative educational approaches are essential to actively engage individuals and foster long-term behavioural changes. Climate change underscores the importance of equipping younger generations with the tools to adopt sustainable practices. Education for sustainability should transcend the mere transmission of knowledge, fostering intrinsic motivation, collaboration, and a sense of individual and collective responsibility. This study investigates educational strategies based on gamification, grounded in Self-Determination Theory (Deci & Ryan, 2017), to drive meaningful behavioural changes toward sustainability and empower new generations to effectively address environmental crises.

Method: A quasi-experimental design was employed to evaluate the impact of gamified versus non-gamified sustainability education on university students. Participants were divided into two groups: one engaged in gamified pro-environment activities (e.g., challenges and tasks), while the other followed a traditional, non-gamified educational approach. Data were collected through self-report measures to assess changes in pro-environmental behaviours and related variables (e.g., emotions, beliefs).

Results: Preliminary findings suggest variations between students participating in gamified and non-gamified sustainability education. The gamified approach appears to foster a positive intention toward sustainable behaviours.

Conclusions: The results highlight the potential of gamification in sustainability education to encourage pro-environmental behaviours by promoting active participation. Gamified approaches cultivate an engaging learning environment that can drive behavioural transformation. These findings underscore the importance of further exploring gamification strategies in educational initiatives to advance sustainability goals.

DOES MATERNAL GATEKEEPING RELATE TO ADOLESCENT INFORMATION MANAGEMENT AND PROBLEM BEHAVIORS? THE ROLE OF PSYCHOLOGICALLY CONTROLLING AND AUTONOMY SUPPORTIVE PARENTING

İrem Yapıcı, Şule Selçuk

Hacettepe University, Türkiye

iremyapici@hacettepe.edu.tr

Within the coparenting dynamic, mothers may either facilitate (maternal gateopening) or inhibit (maternal gateclosing) fathers' involvement in childrearing, a process known as maternal gatekeeping (Allen & Hawkins, 1999). Previous research has shown that both types of gatekeeping were associated with mother/father-adolescent relationship, and that gateclosing was related to parental psychological control, highlighting the potential impact of maternal gatekeeping behaviors on family interactions. As such, it is possible that maternal gatekeeping would be associated with adolescent information management and adolescent problem behaviors via its relation with parenting practices. In this study, we aim to examine (1) the association of maternal gateclosing with adolescent disclosure and secrecy about their out-of home activities and adolescent problem behaviors with the intervening role of psychological control and (2) the association of maternal gateopening with the same outcome variables with the intervening role of parental autonomy support. Participants will consist of 200 Turkish adolescents aged 11–14 years and their mothers. Mothers will report on their gateopening and gateclosing behaviors (Maternal Gatekeeping Scale; Fagan & Barnett, 2003), and adolescents will report on parental psychological control (Psychological Control Scale; Barber, 1996), parental autonomy support (autonomy-support subscale of the Children's Perceptions of Parents Scale; Soenens et al., 2007), self-disclosure and secrecy (Child Disclosure Scale; Stattin & Kerr, 2000), and their internalizing and externalizing problems (Youth Self-Report 11/18; Achenbach & Rescorla, 2001). We anticipate that (1) maternal gateclosing will relate to higher psychological control, which in turn less self-disclosure, more secrecy, and more internalizing and externalizing behaviors and (2) maternal gateopening will relate to higher autonomy support, which in turn more self-disclosure, less secrecy, and less internalizing and externalizing problem behaviors. Structural equation modeling with manifest variables will be used to test our hypotheses.

THE RELATIONSHIP BETWEEN PERCEIVED PARENTAL MEDIATION OF VIDEO GAMES AND ADOLESCENTS' PROBLEM BEHAVIORS

Ahsen Yılmaz, Şule Selçuk

Hacettepe University, Türkiye

ahsenyilmaz137@gmail.com

With growing concerns regarding the impact of digital media use on children's development, the role of parents in their children's digital media use has been increasingly emphasized. Past research has examined the ways of parents' guide their children's media use (i.e. parental mediation) and its relation to adolescents' digital media use and adjustment. However, there is a scarcity of research on parental mediation in the context of video games. To improve our understanding, in this study, we will examine the association between parental mediation in video games and adolescents' problem behaviors. Given that whether parents use mediation strategies in a controlling, autonomy supportive, or inconsistent way may change its effects, we will focus on five mediation strategies: autonomy-supportive active, autonomy-supportive restrictive, controlling active, controlling restrictive, and inconsistent restrictive mediation strategies. We will focus on adolescents as identity formation and autonomy are fundamental developmental tasks during adolescence, and video games may serve as a personal space where adolescents can create characters, build relationships, and make both material and emotional investments. Participants will consist of 200 adolescents aged between 11-15 years. We will use Parental Media Mediation Scale (Valkenburg et al., 2013), and Youth Self-Report/11-18 (Achenbach & Rescorla, 2001) to measure our study variables. Given that autonomy supportive parenting style is associated with better adolescent adjustment and autonomy supportive mediation strategies may promote healthy gaming habits (e.g., lower problematic gaming, lower aggression, lower use), we expect that both types of autonomy-supportive mediation will be negatively associated with internalizing and externalizing problems. In contrast, we anticipate that both types of controlling mediation and inconsistent mediation will be positively associated with internalizing and externalizing problem behaviors. This is because controlling or inconsistent parenting approaches may undermine autonomy, create reactance, and increase emotional distress, aggression, and the use video games as an escape for adolescents.

FROM FIRSTBORN TO SECONDBORN: A DUAL CASE PERSPECTIVE ON SIBLING JEALOUSY

Simay Vapurlu-Şimşek, Hatice Şabanoğlu, Selen Demirtaş-Zorbaz

Ankara University, Türkiye

simayvapurlu@gmail.com

Before the 1920s, sibling jealousy received little attention in both family settings and academic research. It was often seen as a natural part of family life. However, from the mid-1920s, interest in the topic grew, leading to more comprehensive studies.

Sibling jealousy can strongly impact childhood and adolescent relationships, sometimes leading to frustration and harming well-being. It can also reduce the likelihood of close sibling bonds and is a common reason families seek counseling. From this point of view, two different cases that applied to counseling due to sibling jealousy are discussed in this study. Different therapeutic approaches were used: A child-centered play therapy approach for the second-born and an experiential play therapy approach for the first-born, incorporating Jungian elements.

As a qualitative case study, the research followed a snowball sampling method, considering school counselors' evaluations and parent interviews. Six sessions were conducted with each child, incorporating board games and storytelling. Three parent sessions took place—before, during, and after the process.

Pre-sessions with parents revealed that both children had a sibling and often compared themselves to them. When parents focused on the sibling, the children displayed behaviors like damaging household items, poor academic performance, and violence toward peers. One child was 5 years old and the eldest, while the other was 11 years old and the youngest.

Findings indicated that, regardless of birth order, sibling jealousy showed similar patterns. Providing a space for autonomy and individual attention reduced sibling-related concerns over time. Additionally, after the third session, changes in parental attitudes were observed.

This presentation is supported by TÜBİTAK 2224-A Grant Program for participation in scientific meetings abroad.

TUNING IN TO KIDS IN SCHOOLS (TIKIS): AN EMOTION SOCIALIZATION INTERVENTION FOR TEACHERS IN NORWEGIAN ELEMENTARY SCHOOLS

**Ada Koleini¹, Frederik F. Skoe^{1,2}, Christiane Kehoe³, Thormod Idsøe⁴,
Hilde E. Randgaard⁵, Hanne M. Olsen⁵, Ragnhild H. Mjanger⁶, Evalill Bølstad¹,
Sophie Havighurst^{1,3}**

¹Department of Psychology, University of Oslo, Norway; ²District Frogner, Oslo Municipality; ³Division of Dentistry and Health Sciences, University of Melbourne; ⁴Department of Special Needs Education, University of Oslo; ⁵Pedagogical Psychological Services, Oslo Municipality; ⁶Health Agency, Oslo Municipality

adako@uio.no

Emotional competence allows children to deal with emotional hardships and is a key predictor for mental health and academic outcomes in children. Therefore, improving emotional competence in children is an important endeavor. This protocol outlines how the universal intervention Tuning into Kids in School (TIKiS) will be implemented, and the ways the effectiveness and implementation measures of TIKiS will be evaluated. TIKiS consists of six 1.5hr group sessions aiming to improve the emotional competence and emotion socialization practices of teachers. Using randomized controlled trials, 20 schools in Oslo, Norway participated in a study using TIKiS as either an intervention or waitlist control school. The current study is a collaboration between the University of Oslo, and the municipal agencies that work closely with the schools, to create a sustainable continuation of TIKiS after the study is over. By targeting teachers rather than parents, the competence from TIKiS can remain in the schools and reach more children than a parenting intervention.

THE MEDIATING ROLE OF ACTIVE AGING IN THE RELATIONSHIP BETWEEN PERCEIVED AGING-RELATED LOSSES AND LIFE SATISFACTION

Michele Savino, Federica Stefanelli, Barbara Van As, Annalaura Nocentini, Ersilia Menesini

Università degli studi di Firenze, Italy

michele.savino@unifi.it

Aging populations represent a global challenge, with profound implications for individual well-being and societal health systems (Pammolli et al., 2012). As people age, the perception of aging-related damage, such as physical decline, loss of autonomy, and reduced social roles, can adversely impact life satisfaction (Özkan et al., 2024). However, emerging evidence suggests that active aging, characterized by engagement in meaningful activities that promote purpose, integration, and functionality, may mitigate these negative effects. This study aimed to deepen how perceived aging, active aging, and life satisfaction, can interact offering insights into strategies for better aging and quality of life. Specifically, it was hypothesized that active aging could mediate the relationship between perceived aging-related damage and life satisfaction. Additionally, the moderating role of gender was also tested.

A sample of 386 participants ($M = 72$ years, $SD = 6.6$) was involved. Two models were tested: one allowing free variation of indices between genders, and another constraining them to equality. ANOVA revealed no significant differences between the models ($p = .95$), indicating that gender did not significantly influence these relationships. As a result, the most parsimonious model was adopted, where indices were constrained to equality across genders.

The findings demonstrate that while perceived age-related damage negatively affects life satisfaction ($\beta = -0.53$), active aging significantly mediates this relationship (indirect effect $\beta = -0.16$, total effect $\beta = -0.41$). These results highlight the protective role of active aging in promoting well-being, even in the presence of perceived age-related challenges.

This study emphasizes the importance of developing and promoting active aging policies and interventions to enhance the quality of life and support healthy aging at both the individual and societal levels. By addressing key psychosocial factors, this research contributes to the global debate on aging and provides evidence-based information for improving outcomes in older populations.

WHY AM I INVOLVED IN CYBERBULLYING AS A VICTIM, BULLY, OR BYSTANDER? INDIVIDUAL FACTORS AND EMOTIONAL PERSONAL BELIEFS IN A SAMPLE OF ITALIAN ADOLESCENTS

Ainzara Favini¹, Carolina Lunetti¹, Flavia Culcasi², Luciana Pia Beranudo³, Maria Rita D'Emilio³, Eugenio Trotta³, Loreta Cannito⁴

¹Department of Human Sciences, Guglielmo Marconi University, Rome (Italy); ²Clinic for Substance and Behavioral Addiction, Academic Foundation Policlinico Agostino Gemelli IRCCS, Rome (Italy);

³Department of Humanities, University of Foggia, Foggia (Italy); ⁴Department of Social Sciences, University of Foggia, Foggia (Italy)

a.favini@unimarconi.it

Introduction: Cyberbullying represents a crucial health and socioeconomic problem in our world due to its stronger impact on youths' psychological and physical health. Although a variety of studies investigated predictors of this phenomenon, limited research focused specifically on the three different roles that youths may have in cyberbullying (i.e., victim, bully, or bystander), and further limited evidence was provided for the role of Emotional Self-Efficacy Beliefs in these roles, both concurrently and prospectively.

Aims: Thus, the general aim of the present work was to examine individual factors associated with cyberbullying roles in middle adolescence, controlling for age and gender, in a short time interval of three months. We considered temperamental characteristics (i.e., Sadness and Impulsivity), individual self-regulatory emotional beliefs (i.e., Self-efficacy in positive emotional expression and Self-efficacy in negative emotional management), and social media engagement as predictors of being cyber-victimized, being cyberbully, or being cyber-bystander.

Method: 606 Italian youths ($M_{age}=15.25$; $SD=0.51$; 60%males) completed the Barratt Impulsivity Scale and the Early Adolescent Temperament Questionnaire for measuring Sadness and Impulsivity; the Emotional Self-regulatory Self-Efficacy Scale for measuring Self-Efficacy in expressing positive emotions and in managing negative emotions, and the Social Media Engagement Scale at T1. After three months, the Florence Cyberbullying and Cybervictimization Scale was used to collect information about youths' level of involvement in victimization, bullying or bystanding activities online.

Results: Path analysis models showed that Emotional Self-efficacy plays a role in each of the three roles considered, and in particular, lower SE in expressing positive emotions was associated with the cyber-victim and the cyber-bystander roles, while lower SE in managing negative emotions was associated with the cyber-bully role. Temperament determined the probability of being online victims or bullies but not bystanders, and higher social media engagement predicted the probability of being cyber-bully or cyber-bystanders but not victimized.

INTERPRETATION OF THE SCHIZOTYPAL PERSONALITY QUESTIONNAIRE – BRIEF REVISED IN AUTISTIC AND NON-AUTISTIC ADULTS

Michael Miles, Dennis Golm, Emma Palmer-Cooper

University of Southampton, United Kingdom

d.golm@soton.ac.uk

Introduction: Autistic individuals are at an increased risk of being diagnosed with a psychotic disorder, and are more likely to have psychotic experience. Moreover, autistic traits often correlate with psychotic symptoms in both autistic and general population samples. Concerns exist, however, regarding the use of standard psychosis questionnaires within autistic populations, due to risks of misinterpretation and symptom overlap between autism and negative psychotic traits. This study aimed to examine the relationship between autistic and psychotic traits, and to explore how autistic individuals interpret psychosis-related questionnaire items. The purpose of this study, ultimately, is to develop an amended psychosis questionnaire for use within autistic populations. **Research Questions:** This study examines whether: i) autistic and psychotic symptom scores are associated, and ii) autistic individuals correctly interpret psychosis-related questionnaire items.

Methods: 108 autistic and 107 non-autistic participants completed the Autism Quotient-10 (AQ-10) and the Schizotypal Personality Questionnaire – Brief Revised (SPQ-BR). Participants also completed a qualitative task, reporting how they interpreted each item of the SPQ-BR. Items identified as prone to misinterpretation were revised for clarity and are currently being evaluated by clinicians and autistic individuals.

Results: A moderate positive correlation was found between AQ-10 and SPQ-BR scores, as well as SPQ-BR negative and disorganised subscale scores. A weaker association was found between AQ-10 and SPQ-BR positive subscale scores. Autistic participants had significantly higher overall, negative, and disorganised SPQ-BR scores, but no differences were found between positive subscale scores. Preliminary qualitative analysis suggests that some SPQ-BR items are prone to frequent misinterpretation by both autistic and non-autistic individuals.

Discussion: While an association exists between autistic and psychotic traits, both within autistic and non-autistic populations, this association may be overestimated due to shared traits (e.g., social anxiety, self-perceived odd behaviour). Further, the validity of using standard psychosis questionnaires within autistic populations warrants further research.

THE ROLE OF GAMIFICATION IN LEARNING EDUCATIONAL INTERVENTION

Jessica Napolitano¹, Sara Torre², Susanna Annese², Lucia Ariemma¹, Sebastiano Costa¹, Maria Beatrice Ligorio², Roberto Marcone¹, Giuseppe Ritella¹

¹Università degli Studi della Campania Luigi Vanvitelli, Italy; ²Università degli Studi di Bari "Aldo Moro", Italy

jessica.napolitano@unicampania.it

Introduction: Game-Based Learning (GBL, Prensky, 2005), which involves the use of games in educational contexts as part of the learning process, and gamification (Deterding et al., 2011), defined as the integration of game elements into non-gaming contexts, represent promising approaches in education. These methods foster engagement and enhance students' intrinsic motivation, particularly in promoting learning within the field of sustainability education (Douglas, & Brauer, 2021). The present study aims to investigate the motivational, emotional, and collaborative processes involved in gamified sustainability training, designed based on the principles of Self-Determination Theory (SDT; Deci & Ryan, 2017) and of a sociocultural approach. Research has demonstrated that the incorporation of game elements can effectively capture users' attention, motivate them toward achieving goals and enhance performance (Wee, et al., 2019). For this reason, a gamified platform was developed for this study, incorporating some of game design elements such as points, badges, avatars, storytelling, and feedback.

Methods: Using a sample of students, data were collected through self-report measures to assess the impact of gamified learning on motivation, the satisfaction of basic psychological needs (autonomy, competence, and relatedness), and its potential to facilitate learning outcomes. The study involved three groups: one group participated in the gamified activity on the platform, the second performed the same educational activity in a non-gamified but interactive version, while the third group completed the same activity in a traditional format, using theoretical slides and a final quiz.

Results: Preliminary results indicate the presence of significant educational processes between gamified and non-gamified activities, emphasizing psychoeducational mechanisms that could support learning outcomes, particularly in sustainability education.

Conclusion: The results suggest the importance of continuing to explore the role of gamification as an educational tool, with further studies focusing on its applications in the field of sustainability.

OUTDOORS IN PRESCHOOL AND THE DEVELOPMENT OF EMOTION REGULATION

Ori Harel¹, Pablo Nischak^{1,2}, Sonja Lorusso^{1,2}, Tatiana Diebold², Carine Burkhardt Bossi², Sonja Perren^{1,2}

¹University of Konstanz, Germany; ²Thurgau University of Teacher Education, Switzerland

ori.b.harel@gmail.com

The development of emotion regulation (ER) in early childhood is essential for later life functioning, making it critical to enhance ER skills beginning in preschool. Outdoor environments offer opportunities to enhance ER, but these associations have not been extensively studied in preschool-aged children.

Our study examines whether increased outdoor time improves ER and its development in young children. We hypothesize that more time spent outdoors will correlate with higher levels of ER and a more positive development of ER over time.

We conducted three measurements during one school year with 92 children (age: 44.9 ± 6.7 months; 56.5% girls). Observed-ER was assessed by observations in a semi-standardized individual play situation, and reported-ER was assessed by questionnaires completed by teachers. Outdoor time was measured by parents questionnaires and categorized by educational setting ($N=25$: outdoor preschool; $N=17$: half time outdoor; $N=50$: indoor only). The hypothesis will be tested using Multilevel Growth Models for developmental analysis.

These benefits of outdoor learning and the growing need in improving ER, may encourage educational systems, parents and educators to allow children with more opportunities for outdoor time already in early preschool.

HOW PERCEIVED FRIEND, PARENTAL, AND SOCIETAL NORM IS REFLECTED IN RISKY DRIVING ATTITUDES OF YOUNG DRIVERS?

Gabrielė Pupkevičiūtė, Modesta Morkevičiūtė, Auksė Endriulaitienė, Laura Šeibokaitė, Rasa Markšaitytė, Tadas Vadvilavičius

Vytautas Magnus University, Kaunas, Lithuania

gabriele.pupkeviute@vdu.lt

Objective. Despite widespread attention to road safety, young drivers continue to suffer a high proportion of injuries and deaths (Zhu et al., 2024). Risky driving among young adults is one of the major contributors to such outcomes. It was proposed (Harith & Mahmud, 2020) that young drivers' attitudes towards risky driving (which is a key element of subsequent driving violations) may depend on the perception of social norms. However, research on whether perceived social norms predict young adults' risky driving attitudes is limited. Therefore, our aim was to determine the relationship between perceived friend, parental, and societal norms (both descriptive and injunctive) and risky driving attitudes in a sample of young drivers. **Methods.** The current study was conducted on a convenience sample of 102 Lithuanian drivers (18-35 years old (mean age = 19.81, SD = 2.71); 81% females). Of these, 47 possessed a driving license, 25 were undergoing driver training, and 30 did not have a license. Data were collected by means of online self-administered questionnaires. **Results.** It was found that perceived friend, parental, and societal norms (both descriptive and injunctive) were significantly and positively related to young drivers' attitudes toward risky driving. Significant positive correlations remained even after controlling for the role of participants' gender, age, and possession of a driving license. **Conclusion.** The results suggest that young drivers who believe others approve of or engage in driving violations are more likely to develop favorable attitudes toward risky driving. The study adds to our understanding of how perceived social norms influence young adults' driving violations, offering valuable insights for future interventions. Based on our findings, addressing perception of social norms in road safety programs may help reduce driving violations among young adults.

ASSOCIATIONS BETWEEN CHILDREN'S EARLY LONGITUDINAL PROFILES OF EXECUTIVE FUNCTIONING DURING THE FIRST FIVE YEARS AND SOCIO-EMOTIONAL PROBLEMS AT AGE FIVE

Maija Vilpas^{1,2,3}, Fiia Takio^{1,2,3}, Anniina Karonen^{1,2,6,7}, Pauliina Juntunen^{1,2,3,6}, Akie Yada^{2,3,4,5}, Eeva-Leena Kataja^{1,6}, Eeva Eskola^{1,2,3}, Katja Tervahartiala^{1,2,3,4,6}, Elisabeth Nordenswan^{1,2,3}, Elina Mainela-Arnold^{1,2,3}, Linnea Karlsson^{1,6,7,8}, Hasse Karlsson^{1,6,9}, Maryam Zarra-Nezhad², Riikka Korja^{2,1,3}, Saara Nolvi^{1,2,3,6}

¹FinnBrain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku and Turku University Hospital, Turku, Finland; ²Department of Psychology and Speech-Language Pathology, University of Turku, Turku, Finland; ³The Centre of Excellence for Learning Dynamics and Intervention Research (InterLearn), University of Turku and University of Jyväskylä, Finland; ⁴Department of Psychology, Faculty of Education and Psychology, University of Jyväskylä; ⁵Department of Education, Faculty of Education and Psychology, University of Jyväskylä; ⁶Centre for Population Health Research, University of Turku and Turku University Hospital, Finland; ⁷Department of Child Psychiatry, Turku University Hospital, Finland; ⁸Department of Public Health, University of Turku and Turku University Hospital, Turku, Finland; ⁹Department of Psychiatry, University of Turku and Hospital District of Southwest Finland, Turku, Finland

maija.vilpas@utu.fi

Study objectives. Executive functioning (EF) is a critical factor associated with various neuro-developmental and mental health outcomes. Poor EF has been linked to higher externalizing and internalizing problems in school-age children. EF develop rapidly during early childhood, a period that also coincides with the emergence of socio-emotional problems in at-risk children. However, research on longitudinal early EF development and its associations with child mental health remains limited. The aim of the present study is to examine the associations between longitudinal EF profiles from infancy to 5 years of age and socio-emotional problems in children, as reported by parents at age 5.

Methods. The children in the sample were drawn from the longitudinal FinnBrain Birth Cohort Study. Children with available parent report of socioemotional problems at 5 years evaluated using the Child Behavior Checklist (CBCL) and longitudinal EF profiles based on assessments conducted at 8 months, 2.5 years, and 5 years of age were included (N=830). Children's longitudinal EF profiles were identified (Karonen et al., under review) using item response theory (IRT) and latent profile analysis (LPA). Three profiles were identified: (1) 'Below Average' (14.2%), where children consistently performed below average on EF

tasks at all time points; (2) 'Lower Average' (56.0%); and (3) 'Higher Average' (29.8%). The latter two profiles were differentiated by their performance on the working memory task at age 5. Between-group differences in children's socioemotional problems will be tested using general linear modelling.

Results expected. We expect an association between child's poorer early EF profile and higher internalizing and externalizing problems.

Conclusions. The longitudinal study design will offer valuable insights into the early developmental profiles of EF and their impact on children's socio-emotional well-being. Gaining a better understanding of how to identify children at risk for mental health problems is crucial for the early preventive interventions.

EMOTIONAL REGULATION: A PIVOTAL FACTOR IN ENHANCING ADOLESCENT RELATIONSHIP QUALITY AND EMOTIONAL WELL-BEING

Francesca Federico¹, Michela Mellone¹, Sergio Melogno², Margherita Orsolini¹

¹Department of Developmental and Social Psychology, Sapienza University of Rome, Italy; ²Faculty of Psychology, "Niccolò Cusano" University of Rome

francesca.federico@uniroma1.it

In line with the Social Cognitive Theory (Bandura, 2001), this study investigates how social environmental factors, such as the quality of social relations in different domains (friendship, family and school), predict emotional well-being in adolescents through individual cognitive factors (Luijten et al., 2023), such as Emotion Regulation (ER) in adolescents of both native and migratory backgrounds.

It is proposed that Emotion Regulation mediates the association between adolescents' social relationships, particularly the quality of friendships, and their emotional well-being.

We hypothesize that improvements in emotional regulation partially mediate the impact of school and social well-being on emotional well-being, with a smaller effect on friendships but a stronger effect in classroom settings for adolescents with a migratory background due to their greater sensitivity to structured socialization agents.

Results highlight the positive impact of school relationship quality on emotional regulation across both native adolescents and those with a migratory background. Good school relationships enhance adolescents' emotional regulation, which is crucial for well-being, with emotional regulation mediating the link between school relationships and emotional well-being. However, this mediating effect is particularly significant for adolescents with a migratory background. This suggests that while school relationships are important for fostering emotional regulation in all adolescents, they play a pivotal role for those from different cultural backgrounds by providing support and stability to navigate the challenges of cultural adaptation. These findings underscore the importance of structured social environments in promoting emotional well-being, especially for adolescents facing cultural integration

YOUNG CHILDREN'S EARLY CONCEPTUAL REPRESENTATIONS ABOUT THE INTERNET

Orsalia Gkiolia, Asimina Ralli

National and Kapodistrian University of Athens, Greece

orsaliagkiolia@gmail.com

Nowadays, children are involved with the internet from the earliest years of their lives. The aim of the present study was to investigate the conceptual representations of young children about the internet. The study involved 420 participants, 180 children aged 5-8 years (60 children per age group), their parents (N=180) and 60 adults who formed the comparison group. A semi structured interview required the participants to respond verbally and non-verbally to questions regarding their use and understanding of the internet. Most children, of all ages, seem to be using the internet at home for almost an hour a day for at least two years watching mainly simulation, action games and videos. In general, most of the children across all the age groups, defined the internet verbally as a medium of entertainment, while in their drawings, most of them illustrate the internet as a device. However, most of the elder age group children (6-8 years old) depicted the internet as a Wi-Fi signal and various applications, in comparison to the younger children 5-6-year-old who depicted the internet as a device. The majority of the children mentioned that the information comes online from sources of electricity (wires) and people. Lastly, 5-6-year-old children mentioned mostly entertainment as an advantage of the internet in comparison to 7-8-year-old children and adults who positively highlighted the internet as a source of information and connection with other people. Among the disadvantages, the 6-8-year-old children referred to was deception and addiction in comparison to 5-6-year-old children who mentioned physical health problems and possibility of technical damage. Adults notably referred to deception and negative psychological effects as negative aspects of the internet. The findings are discussed in relation to relevant theoretical models and previous research in the field.

LISTENING TO CHILDREN'S VOICES ON THEIR WELL-BEING: A TOOL FOR ASSESSING SCHOOL WELL-BEING IN PRESCHOOL AND ELEMENTARY EDUCATION

**Laura González¹, Marina Oliva¹, María Jesús Pardo-Guijarro¹,
Ileana Enesco², Silvia Guerrero²**

¹University of Castilla-La Mancha, Spain; ²University Complutense of Madrid
silgue03@uclm.es

School well-being is a broad and multidimensional concept that is essential for students' holistic development. However, there is a lack of consensus regarding its definition and conceptualization, compounded by the scarcity of self-reported instruments that capture children's experiences when assessing their own well-being.

This study presents an instrument designed to assess school well-being in children aged 3 to 12. Based on a scale originally developed for adolescents (Bradshaw et al., 2014), which is structured around three domains of school climate (safety, engagement, and environment) and self-administered, we developed 22 items adapted to early childhood and primary education stages. The instrument was administered through a brief individual interview to 389 children aged 3 to 12 years (52.2% girls; **M** = 96.9 months, **SD** = 25.7, range = 38-146 months) from 12 educational centers in Madrid and Castilla-La Mancha. The selected schools represent a diversity of geographical and socioeconomic contexts.

An exploratory factor analysis (EFA) was conducted to determine the underlying structure of the instrument. The results revealed five factors: enjoyment of school, relational climate, sense of belonging, perception of aggression, and outdoor school space. Correlations suggest that the "sense of belonging" factor is central. These findings highlight, on the one hand, the importance of assessing children's school well-being from early childhood and, on the other, the value of using age-appropriate instruments based on direct interaction with children, listening to their voices, and validating their perspectives.

CHANGES IN CULTURAL IDENTITY AMONG UNACCOMPANIED IMMIGRANT MINORS: FINDINGS FROM THE IDENTITY PROJECT IN ITALY

Chiara Ceccon¹, Ughetta Moscardino¹, Michela Forcella¹, Francesca Lionetti^{2,3}, Adriana J. Umaña-Taylor⁴

¹University of Padova, Italy; ²University of Chieti-D'Annunzio, Italy; ³Queen Mary University of London, UK; ⁴Harvard Graduate School of Education, USA

michela.forcella@phd.unipd.it

Unaccompanied immigrant minors (UIMs) represent a vulnerable group whose identity development can be significantly affected by their migration experiences and the absence of parental figures (Garcia & Birman, 2022; Daniel-Calveras et al., 2022). Cultural identity plays a critical role in the psychosocial adjustment of youth, particularly in multiethnic contexts, as a positive cultural identity is linked to better well-being and intercultural competence (Umaña-Taylor et al., 2014). However, interventions targeting cultural identity exploration and resolution are scarce for UIMs. This study aimed to explore changes over time in cultural identity exploration and resolution among UIMs in Italy who participated in an adapted version of the Identity Project, an 8-week intervention targeting ethnic-racial identity development (Umaña-Taylor & Douglass, 2017). Between February and April 2023, 31 UIMs (Mage = 16.64, SD = 0.76, 55% from Eastern European and 45% from Northern African countries) participated in the intervention, and reported on their levels of cultural identity exploration and resolution at three time points: pretest (T1), post-test (T2; 10 weeks after pretest), and follow-up (T3; 37 weeks after pretest). Qualitative feedback post-intervention was gathered via focus groups at T1 and T2. Results indicated that heterogeneous individual trajectories for both exploration and resolution emerged. At post-test, more than half of the participants reported no significant changes, while the remaining participants showed increased curiosity toward their culture and a shifted attitude toward others. At follow-up UIMs showed a similar variety of responses. Descriptive survey data mirrored these findings, with approximately 50% of participants showing increased exploration from T1 to T2, although some returned to baseline levels by T3. Despite the small sample size, our results suggest that individual differences may influence or even obscure intervention effects (Könen & Karbach, 2021), highlighting the need for personalized intervention strategies to support UIMs in their cultural adaptation.

THE IMPLEMENTATION OF ELLA TRAINING PROGRAMM FOR THE PROMOTION OF EMOTIONAL AND SOCIAL COMPETENCES FOR CHILDREN IN LITHUANIA

**Giedrė Širvinskienė¹, Dalia Antinienė¹, Šarūnė Magelinskaitė-Legkauskienė¹,
Liudmila Dulksnienė¹, Elfriede Amtmann²**

¹Lithuanian University of Health Sciences, Lithuania; ²Private University College of Teacher Education Augustinum, Austria

giedre.sirvinskiene@lsmu.lt

Research has shown that interventions using social-emotional competence development can prevent a child's future behavior problems, antisocial behavior, and many other risks[1]. One of the empirically based programs is ELLA training for the promotion of emotional and social competences, developed in Austria[2]. The implementation of the program in Lithuania consists of two parts.

1. The research of effectiveness of the ELLA for preschool children was performed in 2021. 140 children aged 3–6 years participated in the study. Children's emotional and social competences were assessed before and after the program using the EMK 3–6 inventory[3]. Results showed that the ELLA training significantly improved children's self-regulation abilities, primary emotions, secondary emotions, prosocial behavior competences.

2. Researchers from Lithuania and Austria will perform the study aimed to evaluate the effectiveness of Lithuanian version of ELLA for primary school. The sample will consist of 450 children. The assessment of the children will be carried out using the ELLA screening questionnaires for parents and teachers and the Child Behavior Checklist (CBCL 6-18) for parents. Focus groups for teachers on the competencies acquired of children through the ELLA program will be performed.

This research No. P-EDU-23-22 is co-funded by the European Union (the project „Breakthrough in Educational Research“ No 10-044-P-0001) under the 1st April 2025 Agreement with the Research Council of Lithuania (RCOL) and the 17th April 2025 Joint Activity Agreement with Lithuanian University of Health Sciences.

[1] Weisz JR, Kazdin AE. Evidence-based psychotherapies for children and adolescents. In *Evidence-Based Psychotherapies for Children and Adolescents*, 2nd ed. Guilford Publications: New York, USA, 2010.

[2] Amtmann E.; Kerbl V. *ELLA: Ein Training zur Förderung der Emotionalen und Sozialen Kompetenz*; Leykam: Graz, Austria 2019; 80p.

[3] Petermann, F.; Gust, N. *EMK 3-6: Inventar zur Erfassung Emotionaler Kompetenzen bei Drei - bis Sechsjährigen*; Hogrefe: Göttingen, 2016.

DOES PROSOCIAL BEHAVIOR INCREASE HEDONIC AND EUDAIMONIC WELL-BEING AND DECREASE LONELINESS AMONG YOUNG ADULTS?

Fulvio Gregori¹, Lucia Manfredi¹, Silvia Caldaroni², Concetta Pastorelli², Stefania Sette¹, Anna Marras³, Benedetta Emanuela Palladino³, Antonio Zuffianò¹

¹University of Rome “Sapienza”, Department of Psychology of Developmental and Socialization Processes, Rome, Italy; ²University of Rome “Sapienza”, Department of Psychology, Rome, Italy; ³University of Florence, Department of Education, Languages, Interculture, Literatures and Psychology (FORLILPSI), Florence, Italy

fulvio.gregori@uniroma1.it

This study examines the relations between prosocial behavior—defined as voluntary, intentional actions that benefit others (Eisenberg & Fabes, 1998)—loneliness (i.e., subjective perception of discontent with one’s social and relational life; Shevlin et al., 2014, and both hedonic (i.e., Subjective assessment of one’s life satisfaction and happiness (Ryan & Deci, 2001) and eudaimonic well-being (i.e., actualization of human potential in alignment with personal goals, including concepts like meaning in life and closeness to others) in young adults (18–35 years). We employed an innovative methodological approach integrating randomized intrapersonal encouragement within a dynamic perspective.

Using the Within-Person Encouragement Design (WPED; Schmiedek & Neubauer, 2020) within the Dynamic Structural Equation Modeling (DSEM) framework (Hamaker et al., 2018), we implemented randomized encouragement to manipulate prosocial behavior at the intrapersonal level. For 21 consecutive days, participants completed a daily questionnaire assessing their prosocial behavior and transient loneliness. Additionally, on 11 non-consecutive mornings, they received smartphone messages encouraging them to engage in more prosocial actions than usual.

Findings revealed that directly encouraging prosocial behavior did not significantly reduce transient loneliness on the same day nor did it enhance hedonic or eudaimonic well-being. However, overall daily prosocial behavior—including spontaneous behaviors—was associated with lower transient loneliness and higher levels of well-being. Specifically, on days when participants engaged in more prosocial behavior than their usual baseline, they reported reduced transient loneliness ($\beta = -0.32$) and increased hedonic ($\beta = 0.32$) and eudaimonic well-being ($\beta = 0.44$).

These results suggest that while externally prompted prosocial behavior may not yield immediate benefits, spontaneous prosocial engagement plays a crucial role in reducing loneliness and enhancing well-being. This aligns with the theoretical framework of Agency and Communion (Bakan, 1966), emphasizing the importance of self-initiated prosociality in fostering social and psychological flourishing.

THE RELATION BETWEEN PROSOCIAL BEHAVIOR AND PSYCHOLOGICAL WELL-BEING: AN INTENSIVE LONGITUDINAL STUDY

Noemi Di Brango¹, Lucia Manfredi², Elisabetta Beolchini¹, Yuanhang Fu¹, Camila Contreras¹, Benedetta Emanuela Palladino³

¹Sapienza, University of Rome, Department of Psychology, Rome, Italy; ²Sapienza, University of Rome, Department of Psychology of Developmental and Socialization Processes, Rome, Italy; ³University of Florence, Department of Education, Languages, Interculture, Literatures and Psychology (FORLILPSI), Florence, Italy

noemi.dibrango@uniroma1.it

The transition from adolescence to adulthood involves significant challenges, such as entering the workforce, achieving financial independence, and forming stable romantic relationships. Therefore, it is crucial to investigate the factors that, in the face of these daily challenges, may serve a protective function for young adults' psychological well-being, which encompasses fundamental aspects necessary for positive individual functioning, such as a sense of purpose and connection with others (Ryff, 1989).

Research has shown that engaging in prosocial behavior, which involves intentionally helping others without expecting anything in return (Eisenberg et al., 2006), can enhance psychological well-being by fulfilling relational needs and fostering positive affect (King & Hicks, 2021). However, studies examining this relationship on a daily basis are lacking.

Using daily diaries over a 21-day period, this study aims to investigate how prosocial behavior contributes to daily psychological well-being, considering both between-person differences and within-person fluctuations, while controlling for gender, age, and daily negative life events.

The study involved 178 young Italian adults (40% men, 60% women), aged 19-35 years ($M = 25.49$, $SD = 3.52$). At the between-person level, those who reported more prosocial behaviors across the 21 days also experienced higher psychological well-being ($\beta = 0.21$; $p < .002$). At the within-person level, on days when participants behaved more prosocially than usual, they reported greater well-being compared to their average across the study period ($\beta = 0.25$; $p < .001$). These findings remained significant even after accounting for gender, age, and daily negative life events. These results highlight that helping others daily makes young adults feel more satisfied, authentic, and able to build meaningful relationships, despite life's challenges.

In practical terms, the study suggests that promoting interventions aimed at increasing prosocial behaviors (e.g., volunteering, awareness campaigns, support groups) could enhance young adults' psychological well-being on a daily basis.

THE PREDICTIVE ROLE OF EMPATHIC SELF-EFFICACY ON DAILY PROSOCIAL BEHAVIOR OF YOUNG ADULTS

Virginia Isabel Barrero Toncel¹, Fulvio Gregori², Lucia Manfredi², Maria Gerbino¹, Elisabetta Beolchini¹, Concetta Pastorelli¹

¹Sapienza, University of Rome, Department of Psychology, Rome, Italy; ²Sapienza, University of Rome, Department of Psychology of Developmental and Socialization Processes, Rome, Italy
virginiaisabel.barrerotoncel@uniroma1.it

Empirical evidence suggests that empathic self-efficacy, “which refers to individuals’ perceived capability to experience emotions from another’s perspective, to respond emotionally and compassionately to others’ distress and misfortune, and to be sensitive to how one’s actions affect others’ feelings” (Bandura et al., 2003, p. 774), contributes to increasing prosocial behaviors (Alessandri et al., 2009; Caprara et al., 2010). However, the relation between empathic self-efficacy and prosocial behavior has been limitedly explored in intensive longitudinal studies with an ecological perspective.

This study aimed to understand the predictive role of empathic self-efficacy on daily prosocial behavior at intraindividual (i.e., within) and interindividual levels (i.e., between). The sample was composed of 254 Italian young adults (18-35 years; $M_{\text{age}} = 25.4$; $SD = 3.4$; 56.3% females) who completed baseline and daily questionnaires for 21 days.

A multilevel regression analysis was performed. The results indicated that empathic self-efficacy positively predicts prosocial behavior at the between ($\beta = .34$; $p = .006$) and within levels ($\beta = .12$; $p < .001$). Specifically, young adults who, on average, reported more empathic self-efficacy also reported more prosocial behaviors over 21 days (interindividual differences). Moreover, the results showed that reporting more empathic self-efficacy than usual on a specific day positively predicted higher-than-expected peaks in prosocial behaviors on the same day (intraindividual changes).

This implies that higher perceived empathic self-efficacy is associated with greater prosocial tendency in general (i.e., between level) and in daily fluctuations of prosocial behaviors (i.e., within level). This finding highlights the importance of fostering perceived empathic self-efficacy through psychological and educational interventions to promote prosociality in this important life phase.

THE PROTECTIVE ROLE OF PERCEIVED EMPATHIC SELF-EFFICACY ON DAILY LONELINESS IN A SAMPLE OF ITALIAN ADOLESCENTS

Alessia Teresa Virzi¹, Elisabetta Beolchini¹, Fulvio Gregori², Virginia Isabel Barreiro Toncel¹, Silvia Caldaroni¹, Yuanhang Fu¹, Diana Camps³, Kristian Guttesen⁴, Valentina Paz Quilodrán⁵, Maria Gerbino¹, Paula Luengo Kanacri⁵, Ólafur Jónsson⁴, David Lundie³

¹Sapienza University of Rome, Department of Psychology, Rome, Italy; ²Sapienza, University of Rome, Department of Psychology of Developmental and Socialization Processes, Rome, Italy; ³University of Glasgow, School of Social & Environmental Sustainability, Glasgow, UK; ⁴University of Iceland, Faculty of education and diversity, Reykjavík, Iceland; ⁵Pontificia Universidad Católica de Chile, Escuela de Psicología, Santiago, Chile

alessia.virzi@uniroma1.it

Perceived Empathic Self-Efficacy (PESE) refers to people's belief in their ability to empathize with others, respond compassionately to their distress, and recognize the emotional impact of their actions (Bandura et al., 2003; Di Giunta et al., 2010). PESE may be a protective factor against various negative outcomes, including loneliness defined as the subjective dissatisfaction with one's social and relational life (Shevlin et al., 2014). Individuals with higher levels of PESE tend to be more other-oriented, which fosters positive social connections and, in turn, helps reduce feelings of loneliness (Eisenberg et al., 2010).

Loneliness is increasingly recognized as a significant risk factor within the general population, particularly among young people (Victor & Young, 2012), and it has become more prevalent over recent decades (Bueker et al., 2021). This study investigates its putative protective role among adolescents aged 14 to 15 years. Over 28 days, once a day, we asked 78 adolescents (71% boys) through a smartphone app to answer questions about loneliness and PESE. We conducted a multilevel regression analysis to investigate the protective effect of PESE on loneliness at the between level (i.e., interindividual differences) and within-person level (i.e., intraindividual changes). Our findings indicated that PESE negatively predicted daily loneliness both at the interindividual ($\beta = -.40$; $p = .02$) and intraindividual levels ($\beta = -.23$; $p < .01$) among adolescents. These results imply that both higher levels on average of PESE and higher-than-expected peaks of PESE may foster stronger social connections, thereby diminishing feelings of loneliness and fulfilling communal needs (Bakan, 1966). Understanding the role of PESE in adolescents can inform the development of interventions to address the daily challenges young people face. By enhancing PESE, these interventions could promote social competencies, reduce loneliness, and ultimately improve overall well-being.

YOUTH PERSPECTIVES ON MENTAL WELL-BEING: INSIGHTS FROM A SYSTEMATIC REVIEW AND QUALITATIVE EXPLORATION

Eva Borkhuis¹, Ruth Van der Hallen¹, Pauline W. Jansen^{1,2}, Ryan Muetzel², Danielle Remmerswaal¹

¹Erasmus University Rotterdam, The Netherlands; ²Erasmus MC, The Netherlands

borkhuis@essb.eur.nl

This research combines a systematic literature review and a qualitative study to deepen our understanding of how European youth define mental well-being, identify key influencing factors, and propose concrete actions for improvement. The literature review synthesizes qualitative studies on youth perspectives on mental well-being. A multidisciplinary search across electronic databases yielded 40,369 results, from which 23 studies were selected using AI-supported screening. Findings reveal that youth often conflate mental well-being with related concepts (e.g. mental health, quality of life, happiness), yet primarily describe it as an overarching sense of “feeling well” or “doing well.” They view mental well-being as complex, multidimensional, and deeply context-dependent, with strong links to their social environment—particularly the quality of their relationships, especially with parents and friends. Based on these insights, we propose a youth-informed conceptual framework that captures the broad range of influential factors while recognizing personal experiences and contextual influences. The qualitative study engages Dutch adolescents (aged 12–18) in focus groups, providing deeper insights into youth well-being through (1) a semi-structured discussion on key factors shaping mental well-being, (2) a co-creation exercise to assess and refine the youth-informed framework, and (3) a final discussion proposing concrete actions at multiple socioecological levels. By integrating a systematic literature review with direct youth engagement, this study bridges research and lived experience, providing both a broad conceptual overview and tangible recommendations. The findings offer valuable insights for future research, policies, and interventions aimed at promoting youth mental well-being across Europe.

A DYAD STUDY ON FAMILY COMMUNICATION IN BUSINESS FAMILIES: THE ROLE OF PARENT-ADOLESCENT-DIVERGENCE IN ADOLESCENTS' SUCCESSION INTENTIONS

Elke Schröder¹, Peter Titzmann²

¹Ludwigsburg University of Education, Germany; ²Leibniz University Hannover, Germany
schroeder@ph-ludwigsburg.de

Adolescents' career decisions can have an immense impact on the entire family, particularly if they grow up in business family, where succeeding in the family firm is an inevitable career option. For this reason, a family system perspective is required to understand business families dealing with adolescents' succession intentions. Following a family system perspective, we firstly studied parent-adolescent-congruence (or -divergence) in offspring's cognitive (likelihood) and affective (passion) succession intentions. We, secondly, tested whether parent-adolescent-divergence in cognitive and affective intentions are associated with lower levels of family communication.

The sample comprised 142 parent-adolescent dyads in family firms. Offspring and parents were interviewed separately in their homes (average interview duration $M_{\text{adol.}}=85$ min, $SD=18.45$, $M_{\text{parent}}=45$ min, $SD=20.48$). Adolescents' age was 16.93 years ($SD=1.81$) with 76% of them being school students of different secondary school tracks.

The correlative agreement of parent and adolescent succession intentions was substantial, albeit somewhat lower for affective intentions ($r_{\text{cognitive}}=.70$, $p<.05$; $r_{\text{affective}}=.57$, $p<.05$). Repeated measures ANOVAs revealed, however, significantly mean level differences with lower cognitive intentions among parents ($F=4.07$, 147df, $p<.05$) and lower affective intentions among adolescents ($F=15.4$, 147df, $p<.05$). Linear regression analyses with interaction terms (controlled for age, gender, sibling number) revealed lower levels of family communication in parent-adolescent-dyads that diverged in the cognitive intention or agreed that the adolescent will not take over the firm. If parents and adolescents agreed in the cognitive intention on adolescents' succession, more communication was found. No significant interactions were found for affective intentions.

Analyses revealed the role of parental expectations in adolescents' career development and in family communication – particularly in families where the family firm can be assumed to be a major part in both adolescents' and parents' life. The study also highlights the need to investigate more thoroughly the mutual insights in parents' and children's career perspectives.

THE MODERATING ROLE OF EMPATHY PROFILES IN THE RELATIONSHIP BETWEEN PARENTAL ATTITUDES AND ALTRUISM AND AGGRESSION IN ADOLESCENTS AND EMERGING ADULTS

Agnieszka Lasota

Jagiellonian University, Poland

aglas@poczta.fm

Parental attitudes, characterised by emotional warmth and supportive parenting behaviours, play a crucial role in the development of empathy and altruism in adolescents and emerging adults (Fuentes et al., 2022). In contrast, negative parenting patterns have been linked to increased aggressive behaviour in adolescents (Maccoby & Martin, 1983; Ma et al., 2020). This raises an important question: To what extent does an individual's level of empathy moderate these relationships? The present study aimed to examine the relationship between retrospective evaluations of parental attitudes and behaviours, and levels of altruism and aggression, in individuals with different empathy profiles. A cross-sectional method was used, involving a sample of 548 adolescents and emerging adults aged 15–25 years. Several standardised instruments were used to assess empathy and altruism (Interpersonal Reactivity Index and Social Empathy Questionnaire), aggression (Buss-Perry Aggression Questionnaire), and maternal and paternal behaviours (Retrospective Questionnaire of Parental Attitudes and Perceived Parental Reaction to Adolescent Distress). In the first step, latent profile analysis was conducted to identify distinct empathy profiles based on the three dimensions: perspective taking, empathic concern, and personal distress. Four empathy profiles were identified. Moderation analysis was performed to investigate whether these empathy profiles moderated the associations between retrospective parental attitudes/behaviours and participants' altruism and aggression. The results revealed a significant moderating effect of empathy in the relationship between positive maternal attitudes and altruism. In terms of aggression, empathy profiles moderated the relationship between negative parental attitudes and behaviours (both maternal and paternal) and various forms of aggressive behaviour. These findings highlight the role of empathy in shaping the association between parental attitudes and behavioural outcomes in adolescence and emerging adulthood. Practical implications are discussed.

POSTTRAUMATIC STRESS AND GROWTH IN MOTHERS OF YOUNG CHILDREN WITH GENETIC DISEASES: CROSS-SECTIONAL PRELIMINARY RESULTS

Aleksandra Kolecka¹, Judyta Borchet², Łucja Bieleninik³

¹Institute of Psychology, Faculty of Social Sciences, University of Gdańsk, Gdańsk, Poland; ²Institute of Psychology, Faculty of Social Sciences, University of Gdańsk, Gdańsk, Poland; ³Institute of Psychology, Faculty of Social Sciences, University of Gdańsk, Gdańsk, Poland
aleksandra.kolecka@phdstud.ug.edu.pl

Diagnosis of a child's genetic disease is a traumatic event that affects the psychological functioning of parents. The aims of this study are (1) to assess the level of posttraumatic stress and (2) post-traumatic growth in mothers of young children with genetic diseases. Temporal and parental predictors will also be considered. The current study presents data collected during the first measurement point of a two-wave longitudinal study.

The study participants are mothers of children aged 0 to 3 years, in whom a specialist diagnosed a genetic disease before the completion of the first year of life. 120 mothers completed the following measures: The Impact of Event Scale-Revised (IES-R), The Posttraumatic Growth Inventory (PTGI), The Zimbardo Time Perspective Inventory (ZTPI), The Parental Burnout Assessment (PBA), The Kansas Inventory of Parental Perceptions (KIPP), The Family Resilience Assessment Scale (FRAS). All questionnaires are adapted to the Polish cultural setting and widely used. The analyzed data will be presented highlighting key findings and insights.

The presented results may provide valuable insight into how mothers cope with the diagnosis of a genetic disease in their children, both from the perspective of time and parenting. Improving the mother's time perspective might be a valuable direction for practitioners working with the mothers.

THE ROLE OF CO-SLEEPING IN THE ASSOCIATION BETWEEN EMOTION REGULATION AND SLEEP QUALITY IN EARLY CHILDHOOD

Ori Harel¹, Pablo Nischak^{1,2}, Sonja Lorusso^{1,2}, Tatiana Diebold²

¹University of Konstanz, Germany; ²Thurgau University of Teacher Education, Switzerland
ori.b.harel@gmail.com

Theoretical Background: Emotion regulation (ER) and sleep are both essential for healthy development and have a reciprocal influence, but the way in which preschool children's ER associates their sleep has not yet been studied in depth. Cosleeping is controversial and commonly not recommended, but can be seen as a form of social support, which may assist children as coregulation.

Objectives: We aimed to investigate the effects of ER on sleep, with a specific focus on co-sleeping. We hypothesised that: 1. Higher ER would be associated with better sleep quality and less co-sleeping. 2. Sleep quality factors would mediate the correlation between ER and co-sleeping. 3. Co-sleeping would moderate the relationship between ER and sleep quality.

Methods: $N=92$ children (Age: $M=44.9$ months; $SD=6.7$ months; 56% girls) from 16 Swiss playgroups participated. To measure the level of ER, we observed the children in a semi-standardized group play situation and collected data on children's ER and sleep quality from their educators, and parents.

Results: Low levels of ER, but not cosleeping, were associated with poorer sleep quality. Only nighttime fears were correlated with cosleeping. We used Generalized Linear Models and found that lower observed and teacher-reported ER led to more cosleeping because children experienced more nighttime fears. Furthermore, cosleeping moderated some of the connections between observed ER and sleep quality factors (i.e., night waking and sleep resistance), such that children with lower ER slept better when they coslept.

Discussion and Conclusion: In times of increased sleep disturbances in young children, our findings shed new light on the importance of addressing ER to improve children's sleep, and offer a better understanding on the associations between children's ER, sleep quality and the role of co-sleeping.

EDUCATIONAL CONTEXT AND CREATIVE PROBLEM-SOLVING IN CHILDREN

Marina Oliva², Laura Gonzalez², Cristina López², Silvia Guerrero¹,
Ileana Enesco¹

¹Complutense University of Madrid, Spain; ²University of Castilla-La Mancha

ienescoa@uclm.es

There is considerable consensus among experts that creativity involves both divergent and convergent thinking processes, but less agreement regarding the factors related to the creative process, such as the characteristics of the social environment. Several authors argue that the type of educational context can have a significant impact on aspects directly related to creative processes, such as curiosity, interest in novelty, and non-routine thinking. **According to this, child-centered schools are expected to be more likely to promote these dispositions and ‘open-mindedness’ than conventional teacher-centered schools.** This study examined creativity in 36 children (4–10 years old) from two school types using a Hook Task, which required constructing an artifact to retrieve an object. We assessed (1) divergent thinking (fluency, originality), (2) exploratory behaviors (object manipulations), (3) convergent thinking (attempts needed to retrieve the object), (4) task success, and (5) time to completion. After controlling for SES, gender, and fluid intelligence, results showed minor differences in success rates: no preschoolers succeeded, while 88% of primary students in child-centered schools and 70% in teacher-centered schools completed the task. However, children in child-centered schools solved the task significantly faster. A binomial logistic regression examined problem resolution as the dependent variable, with exploratory behaviors, school type, and school grade as predictors. Only exploratory behaviors were statistically significant ($p < 0.05$), showing an inverse relationship with success: more object manipulations correlated with lower success rates. The model explained a substantial portion of variance ($R = 0.71$), suggesting a strong effect size. This unexpected result suggests that success in non-routine problems may rely more on insightful discovery than trial and error. To clarify this, further analyses are underway to differentiate between purposeful and random exploratory behaviors. The study is also expanding with new data from analogous schools.

ANXIETY AND DEPRESSIVE SYMPTOMS IN PARENTS OF CHILDREN WITH INTELLECTUAL DISABILITIES

Ana Babić Čikeš, Monika Husar, Jasmina Tomašić Humer

Faculty of humanities and social sciences Osijek, Croatia

ababic@ffos.hr

Parents of children with intellectual disabilities experience heightened stress levels compared to parents of children without disabilities. In Croatian society, the availability of resources and support systems necessary for mitigating these stressors is often insufficient. Over time, prolonged exposure to stress can deplete parental coping resources, leading to adverse psychological outcomes.

The aim of this study was to assess the prevalence of anxiety and depressive symptoms among parents of children with intellectual disabilities in Croatia and to identify factors contributing to these psychological outcomes. Data were collected through an online survey administered to a sample of 67 parents (94% female) with at least one child aged 6 to 18 years diagnosed with an intellectual disability. The study gathered demographic information regarding parents and children, as well as data on the child's diagnosis and educational status. Standardized psychometric instruments, including the Neuroticism subscale of the Big Five Inventory, the Strengths and Difficulties Questionnaire, the Multidimensional Scale of Perceived Social Support, the Questionnaire on Caregiver Workload, and the Hospital Anxiety and Depression Scale, were employed for data collection.

Findings indicated that only 22.4% of parents exhibited no increased symptoms of anxiety or depression. Employment status was inversely associated with anxiety and depressive symptom severity, with employed parents reporting lower symptom levels. Additionally, perceived social support demonstrated a negative correlation with depressive and anxiety symptoms, whereas the severity of the child's difficulties and the perceived burden of caregiving exhibited a positive correlation with these symptoms. Hierarchical regression analysis identified neuroticism and perceived caregiving burden as significant predictors of anxiety symptom severity. Furthermore, neuroticism, the severity of the child's difficulties, and perceived social support were identified as significant predictors of depressive symptom severity.

ECHOES OF COMPREHENSION: HOW TEACHER SPEECH PRE-DICTS BILINGUAL CHILDREN'S L2 NARRATIVE COMPREHENSION

Hiu Ching Hung¹, Thorsten Piske¹, Andreas Maier²

¹Department Fachdidaktiken, Friedrich-Alexander-Universitaet, Germany; ²Pattern Recognition Lab, Friedrich-Alexander-Universitaet, Germany

hiuching.hung@fau.de

Language assessment is a key tool in the developmental psychology of bilingual children, as it supports and ensures their cognitive, emotional, and social growth through exposure to diverse languages and cultures. Despite its importance, language assessment faces challenges in practice, as parental reluctance to disclose children's linguistic and developmental information—an increasingly pressing issue in our data-conscious society—limits early intervention and compromises the effectiveness of assessment tools.

In contrast to traditional child language assessment that relies on children's audio data, we propose an innovative approach to evaluating second language (L2) oral narrative comprehension utilizing only teachers' speech during child-teacher interactions. In the one-on-one interactive test, the child listens to a story and answers ten questions posed by the teacher. The teacher employs oral elicitation techniques such as repetition, stress, intonation changes, and strategic pauses to emphasize key meanings and aid child's comprehension. Grounded in Vygotsky's scaffolding theory, this approach aligns with socio-cognitive perspectives that underscore the role of social interactions in language acquisition. To ensure rigor, we employ MAIN, a standardized and well-validated multilingual narrative test, as a ground-truth reference.

By using machine learning methods, we extract speech features such as X-vectors, prosody, emotional embeddings, and duration ratios (e.g., pauses per second, speech-to-pause ratio), and linguistic features like perplexity and word embeddings from teacher speech. These language- and culture-independent features indicate broad applicability across diverse contexts. We identify the most relevant features for children's narrative comprehension and establish their significance through impact ranking.

This study addresses parental concerns regarding children's data security in language assessment by leveraging teacher speech for children's performance. Our presentation demonstrates key audio features that contribute to language assessment, and the impact of teacher speech on children's L2 narrative comprehension.

SUPPORTED MOTHERS, RESOURCEFUL CHILDREN: THE LINK BETWEEN INFANT NEGATIVE AFFECT DURING THE STILL-FACE, PROBLEM-SOLVING, AND SOCIAL SUPPORT

**Fabiola Silletti^{1,2}, Qingyu Jiang², Amanda Koire^{3,4}, Pasquale Musso¹,
Gabrielle Coppola¹, Rosalinda Cassibba¹, Leena Mittal^{3,4}, Carmina
Erdei^{2,4}, Joshua L. Roffman^{3,4}, Cindy H. Liu^{2,3,4}**

¹Department of Education, Psychology, Communication, University of Bari Aldo Moro, Bari, BA, Italy;

²Department of Pediatrics, Brigham and Women's Hospital, Boston, MA, USA; ³Department of Psychiatry, Brigham and Women's Hospital, Boston, MA, USA; ⁴Harvard Medical School, Boston, MA, USA

fabiola.silletti@uniba.it

Prior research suggests a dual relationship between infant negative affect and problem-solving skills: negative affect may either reflect a problem-solving orientation, where infants seek external (e.g., caregiver support) or internal (e.g., self-soothing) strategies to manage distress, or hinder cognitive functioning, attention, and information processing, potentially reducing problem-solving abilities. This study investigated the link between infants' negative affect in a stressful situation and problem-solving skills, while exploring the moderating role of mothers' perceived social support.

The sample included 110 infants (49% females) and their mothers, with data collected during the peripartum period (T1) and when the infants were 8-10 months old (T2). We employed the Face-to-Face Still-Face (FFSF) Procedure as an observational task to assess infant negative affect (T2) as well as maternal reports of their perceived social support (T1 and T2) and infants' problem-solving skills (T2). Spearman correlations and moderation analysis with PROCESS macro were performed in SPSS, controlling for maternal education, maternal age, maternal mental health, and child sex.

Results revealed that infant negative affect was positively ($b = 1.88, p < .05$) associated with problem-solving after controlling for other variables, while mothers' perceived social support was not ($b = 0.73, p = ns$). Notably, in testing the interaction between negative affect during FFSF and social support ($b = 1.13, p < .01$), the findings reveal more optimal problem-solving skills in infants whose mothers reported at T1 moderate ($b = 2.98, p < .01$) or high ($b = 4.11, p < .01$) social support. No moderating effect of social support was found at T2.

These findings suggest that infants' negative affect may reflect problem-solving ability, and increasing social support for perinatal women could enhance their infants' problem-solving skills, highlighting the potential of negative affect as a coping mechanism and offering insights into intergenerational resilience.

IDENTITY INTERPLAY: VARIATIONS IN ETHNIC-CULTURAL IDENTIFICATIONS ACROSS BICULTURAL IDENTITY INTEGRATION (BII) TRAJECTORIES

Paula Duwe, Peter, F. Titzmann

Leibniz University Hannover, Germany

duwe@psychologie.uni-hannover.de

Ethnically minoritized adolescents face the developmental task of balancing multiple ethnic-cultural identities. Bicultural Identity Integration (BII) addresses this process by examining how ethnic-cultural identities are affectively experienced and cognitively combined. Findings suggest that among adolescents in Germany, BII is multifaceted comprising different combinations of the two affective (Harmony and Conflict) and two cognitive (Blendedness and Compartmentalization) dimensions. According to identity theories, it can be expected that BII combinations are associated with particular levels of national and host culture identifications, because only certain combinations represent a coherent sense of self and a balanced identity development. This study investigated longitudinal BII trajectory subgroups using Latent Class Growth Analysis (LCGA). We hypothesized subgroup differences in ethnic-heritage identification, national identification, and their discrepancy.

The sample comprised 226 ethnic minoritized students from Germany (Mage = 12.9, SD = 1.19; 51.1% female) (T1:2019, T2:2021). LCGA identified five BII subgroups ("High Integrated", "BII Exploration", "Conflict Resolution", "Compartmentalized BI", "Insignificant BI"). Two one-way MANOVAs were conducted to identify differences in ethnic-heritage and national identification at T1 and at T2 across BII subgroup memberships. At T1, significant differences were found for national identification ($F(4, 188) = 3.50, p = .009, \eta^2 = .07$) and identity discrepancy ($F(4, 188) = 2.24, p = .066, \eta^2 = .05$), but not for ethnic identification. At T2, differences were significant for ethnic identification ($F(4, 155) = 3.75, p = .006, \eta^2 = .09$) and identity discrepancy ($F(4, 155) = 2.35, p = .057, \eta^2 = .06$), but not for national identification. Pairwise comparisons revealed pronounced differences between "High Integrated," "Compartmentalized BI," and "Insignificant BI" subgroups, whereas the "BII Exploration" and "Conflict Resolution" subgroups showed moderate levels of cultural identification.

Results indicate that addressing various aspects of ethnic-cultural identity in combination can contribute to a comprehensive understanding of cultural identity processes in ethnically minoritized youth.

THE ROLE OF EMOTIONAL AND RELATIONAL FACTORS IN PRIMARY SCHOOL SECOND LANGUAGE LEARNING

**Fabiola Silletti, Cristina Semeraro, Pasquale Musso, Cristian Stifano,
Rosalinda Cassibba, Gabrielle Coppola**

Department of Education, Psychology, Communication, University of Bari Aldo Moro, Bari, BA,
Italy

fabiola.silletti@uniba.it

Learning English as a second language (L2) at school is vital for long-term well-being and communication in a globalized world. However, most L2 research focuses on college students, leaving the study of early language learners largely unexplored, although L2 teaching is being anticipated at increasingly earlier ages. This study examines factors that might support L2 acquisition in primary school, focusing on the influences of academic emotions (joy, fear, and boredom) and the perceived conflict and warmth in teacher-child relationship.

Third-grade Italian children ($N=147$; 46% females) completed the Achievement Emotion Questionnaire – Elementary School (Pekrun et al., 2011) and Young Children's Appraisals of Teacher Support (Mantzicopoulos & Neuharth-Pritchett, 2003) as well as standardized batteries assessing English achievements (Palladino et al. 2018) and primary mental abilities (Thurstone & Thurstone, 1981).

Moderation analyses with SPSS PROCESS macro showed that controlling for cognitive abilities ($b=.19, p<.001$), children's experience of joy during English lessons and tasks was positively associated with English performance ($b=.81, p=.005$), while fear and boredom were not ($b=-.23$ and $b=-.65, p=ns$). Conflict with the English teacher was significant moderator ($b=-.40, p=.015$): in the presence of high levels of conflict, joy was no longer significant, while it explained an additional amount of variance in the presence of low and average levels ($b=1.35, p=.001$) or moderate ($b=.81, p=.005$). No moderating effect of warmth was found ($p>.05$).

Results suggest that joy is associated with better English performance, possibly due to its enhancement of motivation, engagement, and cognitive processes (Ashby, 2006; Pekrun, 2004). Besides, the more intense the conflict with the teacher, the less joy exerts a positive effect on learning, confirming the relevance of considering the quality of the affective teacher relationship in learning processes (Sabol & Pianta, 2012).

Findings highlight the importance of addressing conflict to maintain a learning environment where joy can enhance performance.

PARENTAL EMOTION SOCIALIZATION IN CHINESE AND US FAMILIES: ROLE OF PARENTS' BELIEFS ABOUT EMOTIONS AND SELF-CONSTRUALS

Danhua Zhu¹, Julie C. Dunsmore²

¹University of Münster; ²University of Houston

danhua.zhu@uni-muenster.de

Recent work has addressed the importance of identifying determinants of parental emotion socialization (ES) to clarify how and why parents engage in various ES practices (Eisenberg, 2020; Shi et al., 2024). Furthermore, emotions occur within cultural contexts and it is important to study ES mechanisms in association with culturally embedded factors (Raval & Walker, 2019). Our cross-cultural study examined parents' emotion-related beliefs and self-construals as two sets of distinct factors guiding parental ES responses in China (an Eastern culture where collectivistic values are commonly held) and the United States (US; a Western culture where individualistic values are commonly held). One hundred seven parents (75 Chinese, 32 US; 90 mothers, 17 fathers; $M_{\text{age}} = 38.17$, $SD = 5.33$) with 7- to 11-year-old children (63 girls, 44 boys; $M_{\text{age}} = 9.12$, $SD = 1.30$) completed online questionnaires in their native language. MANCOVA analyses indicated cultural differences. Compared with Chinese parents, US parents less strongly endorsed beliefs about manipulation [children use emotions to manipulate parents], parental knowledge [parents have to know all about their child's emotions], and autonomy [children can work through emotions on their own]. US parents endorsed more supportive and less nonsupportive ES responses than Chinese parents. Linear regressions accounting for culture showed associations of beliefs about emotions and self-construals with ES responses in both samples. Parents' stronger manipulation belief related to more nonsupportive responses. Parents with stronger parental knowledge or autonomy beliefs reported more supportive responses to negative emotions and explanations of positive emotions. After controlling for beliefs, parents with higher interdependent self-construal reported more supportive responses to negative emotions and more explanatory responses to positive emotions. Parents endorsing higher independent self-construal reported more encouraging responses to positive emotions and less nonsupportive responses to negative emotions. Results are discussed in relation to ES meaning and significance within socio-cultural contexts.

ADDITIVE GENETIC DIFFERENCE IN HYPOTHALAMIC-PITUITARY-ADRENAL AXIS SUSCEPTIBILITY TO FAMILY ADVERSITY IS RELATED TO VARIATION IN AGGRESSION: TESTING THE HYPOTHESIZED U-SHAPED RELATION IN TWO SAMPLES

Yanmiao Cao, Xiaofan Ding, Linqin Ji, Liang Zhang, Wenxin Zhang

Shandong Normal University, People's Republic of China

cym8023@126.com

Aggression, which is a common and remarkably damaging problem, has its roots in stress-responsive systems. Although children display a wide range of individual differences in the hypothalamic–pituitary–adrenal (HPA) axis function, numerous initial conditions of stress reactivity may reach the same end state. In other words, both hyper- and hypo-responses to stress tend to induce heightened risks for aggressive behavior. Informed by equifinality in developmental psychopathology, this study examined the U-shaped relationship between the multilocus genetic profile score (MGPS) of five HPA axis genes and aggression in the context of family adversity in two samples. The participants were, respectively, 983 Chinese adolescents (51.7% girls; mean age of 12.32 years at first assessment) and 522 young adults (53.8% females; mean age of 19.46 years). A U-shaped relationship between the MGPS and aggression was observed in the adolescent sample but only among those who reported high negative parenting. Such nonlinear relation between MGPS of HPA and aggression among adolescents exposed to family adversity was replicated in the young adult sample, with both low and high MGPS carriers exhibiting high aggression when exposed to higher levels of childhood abuse. These findings inform our understanding of how additive genetic variants in the HPA axis and its response to adversity are involved in the etiology of aggressive behavior. It is likely that, because of the U-shaped relationship, the association between HPA genetic function and aggression is more complex than the general perspective. Findings also inform a nonlinear genetic effect such that different initial conditions predisposed by genetic factors may reach the same end state and highlight the value of taking an equifinality perspective when investigating the etiology of aggression.

TRANSFORMING PROFESSIONAL DEVELOPMENT: RECONSIDERING THE FRAME OF ADULT INVOLVEMENT AND THE TRANSFER OF SKILLS IN LATVIA

**Aleksandrs Kolesovs, Gunta Siliņa-Jasjukeviča, Sanita Baranova,
Dita Nīmanīte, Svetlana Surikova**

Faculty of Education Sciences and Psychology, University of Latvia, Latvia

aleksandrs.kolesovs@lu.lv

Adult education in Latvia faces challenges in developing lifelong learning and adapting to the labor market requirements. National policy frameworks emphasize increasing adult education participation. However, the impact of educational programs on professional performance remains a question for the assessment. A summary of previous studies points to the prioritization of participation in numerical indicators to qualitative improvements in professional development. Therefore, there is a need for more holistic and evidence-based adult education strategies in Latvia. This study represents part of a broader project aimed at evidence-based solutions for adult professional competence development and transferring its results into practice. This step combined the main insights from focus-groups and experts' discussions with theoretical views on motivational and structural factors influencing involvement in professional development.

In November-December 2024, 11 focus-group interviews and three expert discussions were conducted, in which 129 participants participated. The discussions emphasized the importance of lifelong learning and professional development in promoting labor productivity, emphasizing flexible and labor market-adapted education, noting the lack of resources in the regions, as well as the challenges of employee motivation in adult education. The focus-group interviews emphasized flexible, accessible, and practical adult education and the lack of motivation and insufficient employer support.

The analysis of theories identified significant factors promoting professional development, including intrinsic and extrinsic motivation, engagement in the learning process, and facilitation of the transfer of learning outcomes by employee intentions and perceived organizational support. A combination of both analytical frameworks resulted in a questionnaire, which presents individual views on involvement or disengagement from professional development and the transfer of acquired knowledge and skills. The target population for a national-level survey involves adults working across Latvia's most significant domains of economics and in different positions. The main survey findings will be presented and discussed during a poster session at the conference.

A LONGITUDINAL TEST OF THE FAMILY INVESTMENT MODEL AMONG NORWEGIAN FAMILIES

**Ane Nærde¹, Silje Hukkelberg¹, Agathe Backer-Grøndahl¹, Harald Janson¹,
Kristin Nordahl¹, Daniel Shaw²**

¹The Norwegian Center for Child Behavioral Development, Norway; ²University of Pittsburgh
ane.narde@nubu.no

The Family Investment Model (FIM) represents a major theoretical perspective linking socioeconomic status to child development. The model builds on the notion that parents with socioeconomic advantage have access to more financial, social, and human resources to support their children's development than disadvantaged parents. The FIM has been tested across diverse sociocultural contexts but a validation within the Nordic setting is lacking. We used multi-method data from a study of Norwegian children (N=1157), their parents, and teachers spanning child age 6 months to Grade 1. Research questions: (1) To what extent does parental education and family financial stress predict parental cognitive stimulation (mothers at 2 years, fathers at 3) and children's language competence and self-regulation abilities at 4 years? (2) Is the relation between family SES-and children's language and self-regulation mediated by parental cognitive stimulation? (3) To what extent do language and self-regulation at age 4 predict Grade 1 academic competence and social skills? Path models were analyzed in Mplus. Higher educated parents engaged in more cognitive stimulation with their children than less educated parents. Also, mothers in families having financial difficulties were less engaged in stimulation than mothers without such difficulties. Both parent's cognitive stimulation was related to age 4 language, whereas only maternal stimulation was predictive of self-regulation. Three out of five indirect effects were significant, including maternal education on language via maternal stimulation, financial stress on language via maternal stimulation, and financial stress on self-regulation via maternal stimulation, with small effect sizes. Both language competence and self-regulation abilities at age 4 were related to Grade 1 academic competence and social skills. In conclusion, we found support for the propositions of the FIM, suggesting that family background influence children's development partly through parental investments - even within a strong welfare state such as the Norwegian.

SOCIOECONOMIC DISPARITIES IN CHILDREN'S AND TEACHERS' GROWTH MINDSET BELIEFS

Nil Horoz, Nienke van Atteveldt, Marieke Buil

Vrije Universiteit Amsterdam

n.horoz@vu.nl

Socioeconomic status (SES) can influence how youth view themselves and how they are viewed by others, such as teachers. Teachers tend to have more negative stereotypes about lower SES youth, often having lower expectations and underestimating their abilities. Furthermore, lower-SES youth tend to have more negative self-views and to view their abilities as more fixed than higher-SES youth. Limited studies on adolescence show that lower-SES youth tend to hold stronger fixed mindset than stronger growth mindset beliefs.

Growth mindset is the belief that abilities are malleable whereas fixed mindset is the belief that abilities are fixed and unchangeable. Growth mindset relates to higher levels of motivation, school engagement, academic achievement and an overall well-being. Thus, promoting growth mindset beliefs early on may be necessary to nurture every child's learning and flourishing. However, little is known about SES and mindset beliefs during the elementary school period.

This novel study will investigate the association between SES and children's mindset beliefs about their reading and math abilities in sixth grade. We will also investigate the role of *teacher mindset beliefs* in this association. Teacher mindset beliefs refer to the extent to which teachers believe that children's math and reading abilities are malleable or fixed. To this end, the data of 404 children from Dutch elementary schools will be analyzed in MPLUS. Children self-reported their mindset beliefs about their math and reading abilities. Teachers reported their mindset beliefs about each child's reading and math abilities.

We hypothesize that lower-SES children will have stronger fixed mindset beliefs about their math and reading abilities than higher-SES children. We also hypothesize that teacher mindset beliefs will play a role in this association and that teachers will have stronger fixed mindset beliefs about lower-SES children than higher-SES children. The findings will provide insights into socioeconomic disparities in mindset.

VALIDATION OF CLIMATE CHANGE WORRY AND IMPACTS ON DAILY LIFE SCALES WITH PAKISTANI ADOLESCENTS

Tooba Nadeem Akhtar^{1,2}, Kristin Hadfield^{1,2}, Alina Cosma^{1,2}

¹Trinity Centre for Global Health, Trinity College Dublin, Dublin, Ireland.;

²School of Psychology, Trinity College Dublin, Dublin, Ireland

akhtart@tcd.ie

Despite growing recognition of climate change's psychological impacts, well-validated survey instruments measuring climate-related psycho-socio-emotional experiences remain lacking, especially in the Global South. Efforts to understand and mitigate the psychological impacts of climate change on adolescents require robust, culturally valid instruments. To address this gap, this study aims to present a comprehensive validation of two survey instruments which have previously been validated only in high income countries: the Climate Change Worry Scale for Adolescents (CWS-A) and the Climate Change Impact on Daily Life Scale (CCIDLS).

A cross-sectional survey was conducted in January 2025 with 1202 Pakistani adolescents aged 12–18 years ($M=14.7$, $SD=1.9$) from socioeconomically and geographically diverse areas. The sample comprised 60% girls and a 3:7 rural-urban ratio. Participants completed assessments of sociodemographic variables, CWS-A and CCIDLS and mental health (WHO-5, GAD-7). Content and face validity were established through interviews with adolescents (cognitive interviewing and piloting) and expert reviews. Test-retest reliability was evaluated by administering the scales to a subset of participants ($n=40$) 6-8 days apart. Data collection has just concluded, and analyses are currently underway. Planned analyses include reliability testing of the CWS-A and CCIDLS (internal consistency through Cronbach's alpha and test-retest through inter-class correlation coefficient). Further analyses will include confirmatory factor analyses to explore the factor structure of the instruments, and multi-group confirmatory analyses to test measurement invariance across age, gender and location. Convergent validity will be evaluated through correlations with mental health measures.

This study has the potential to advance developmental psychology by providing robust validation evidence around two measures that are being used widely to assess climate-related psychological impacts. Without robust, culturally sensitive measures, it is challenging to develop evidence-based interventions that effectively support adolescent wellbeing and resilience in the face of climate challenges, especially in regions where the need for such interventions is most urgent.

DIGITAL RISKS IN CHILDHOOD: IDENTIFYING PROFILES OF PROBLEMATIC INTERNET USE IN 7-13-YEAR-OLDS

Rima Breidokiene, Roma Jusiene

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

rima.breidokiene@fsf.vu.lt

Objective. While problematic internet use (PIU) has been widely studied in elder adolescents and adults, younger children remain underexplored. Researches often examine PIU in isolation, despite its strong links to screen time (ST) and mental health problems (e.g., Restrepo et al., 2020; Chen & Fan, 2024). These associations became particularly pronounced during the COVID-19 pandemic, which led to increased ST and potentially exacerbated PIU and its psychological consequences. This study applies Latent Class Analysis with covariates to classify children (7–13 years) based on PIU, screen time, and emotional and behavioral difficulties, using a multidimensional approach to identify PIU profiles and examine the predictive role of age, gender, and parental education.

Methods. Data from 869 Lithuanian children (mean age = 9.94 years, 47.4% girls) were analyzed. The sample, collected between 2020 spring – 2023 winter (COVID and early post-COVID period), relied on parental reports of PIU (Compulsive Internet Use Scale), leisure ST, and total difficulties (Strengths and Difficulties Questionnaire, SDQ).

Results. A three-class model provided the best fit. Among 7–13-year-olds, low-risk users (33.4%) showed moderate PIU and ST with low SDQ difficulties; moderate-risk users (54.9%) had higher PIU, increased ST, and elevated SDQ difficulties; high-risk users (11.7%) exhibited severe PIU, excessive leisure ST (~5 hrs/day), and significant emotional and behavioral problems. Older children and boys were significantly more likely to belong to the higher risk group, while parental education did not significantly predict risk level. Overall, demographic factors did not distinguish between moderate- and high-risk users.

Conclusions. As demographic factors alone do not explain risk transitions, additional individual or contextual factors may contribute. High-risk users not only had severe PIU but also had more emotional and behavioral difficulties and excessive leisure ST. These findings underscore the need for comprehensive, developmentally sensitive interventions addressing ST regulation and mitigation of emotional and behavioral problems risks.

THE ASSOCIATION BETWEEN PERFORMANCE ON EXECUTIVE FUNCTION TASKS AND PARENT-RATED EVERYDAY EXECUTIVE FUNCTIONING DIFFICULTIES IN 5-YEAR-OLD CHILDREN

Fiiia Takio^{1,2,3}, **Oona Mäkinen**², **Eeva Eskola**^{1,2,3}, **Anniina Karonen**^{1,2,4,7},
Elisabeth Nordenswan^{1,2,3}, **Hasse Karlsson**^{1,4,5}, **Linnea Kalrsson**^{1,4,6,7},
Saara Nolvi^{1,2,3}, **Riikka Korja**^{1,2,3}

¹FinnBrain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku and Turku University Hospital, Turku, Finland; ²Department of Psychology and Speech-Language Pathology, University of Turku, Turku, Finland; ³Centre of Excellence for Learning Dynamics and Intervention Research (InterLearn), University of Turku and University of Jyväskylä, Finland; ⁴Centre for Population Health Research, Turku University Hospital, University of Turku, Turku, Finland; ⁵Department of Psychiatry, University of Turku and Hospital District of Southwest Finland, Turku, Finland; ⁶Department of Clinical Medicine, Unit of Public Health, University of Turku and Turku University Hospital, Finland; ⁷Department of Child Psychiatry, Turku University Hospital and University of Turku, Finland

fijota@utu.fi

Objective of the study. Executive functions (EFs), the cognitive dimension of self-regulation, encompass a wide range of processes essential for goal-directed behavior. EF development is crucial for academic and occupational achievement and socioemotional well-being. Difficulties in EF development can often be detected early in childhood, highlighting the importance of early identification and intervention. There are two main approaches to measuring EFs: parent-rated questionnaires on everyday behavior and performance-based laboratory tasks. However, their correlations remain debated, and there is still no consensus on whether these two approaches measure the same constructs. In this study, we examined the relationship between composite EF scores from laboratory-based tasks and parent-completed questionnaire on everyday life EF difficulties in 5-year-old children.

Methods. The children in this study were a subsample from the longitudinal FinnBrain Birth Cohort Study, with a total of 545 children (M age = 5.0 years, SD = 0.1; 44.2% girls) and their parents participating. The EF task composite score was calculated by combining all z-standardized EF tasks, which included various inhibition and working memory tasks targeting different aspects of EF. With GLM we analysed the association between EF task performance and the Global Executive Composite (GEC) score from BRIEF2 (Gioia et al., 2015), controlling for significant covariates.

Preliminary results. After controlling for child sex and maternal distress (prenatal anxiety and depressive symptoms), a higher EF composite score was associated with lower GEC ($\beta = -0.14$, $p < .001$) indicating lower parent-reported EF difficulties (adj. $R^2 = .10$).

Conclusions. Despite the small effect size, the significant association between lab-based EF performance and parent-reported EF difficulties suggests that both measures capture individual differences in EF development. Better EF task performance correlated with fewer everyday EF difficulties, reinforcing the complementary nature of these assessment methods.

EXPLORING DISRESPECT AND MISTREATMENT DURING CHILDBIRTH IN ITALIAN POPULATION: A TOOL'S VALIDATION, RISK FACTORS AND EFFECTS ON MATERNAL WELLBEING AND PERCEIVED MOTHER-CHILD RELATIONSHIP

**Odette Nardoza¹, Chiara Suttora², Laura Menabò², Emanuele Preti³,
Ilenia Passaquindici¹, Mirco Fasolo¹, Tigist Wuhib⁴, Maria Spinelli¹**

¹University of Study G.D'Annunzio of Chieti, Italy; ²Department of Psychology, "Renzo Canestrari", University of Bologna, Italy; ³Department of Psychology, University of Milano Bicocca, Italy; ⁴School of Psychology, University of Addis Ababa, Ethiopia
ilenia.passaquindici@gmail.com

A growing body of research indicates that obstetric disrespect and mistreatment during childbirth are widespread globally. These experiences can contribute to perceiving childbirth as traumatic, with implications for the woman's mental health and the quality of the mother-infant relationship. Considering that the quality of early interactive dyadic experiences is crucial for the child's later development, it is necessary to use instruments to study obstetric mistreatment and its consequences. However, this phenomenon remains unexplored due to the lack of valid clinical tools. This study aims to develop and validate the Disrespect and Mistreatment during Childbirth Questionnaire (DMCQ) and explore factors contributing to traumatic childbirth experiences, as well as the relationship between mistreatment and the stress perceived by mothers in the parent-child interaction during the first two postpartum years. An online survey was administered to 620 women, assessing sociodemographic and childbirth-related factors, experiences of disrespect and mistreatment during childbirth, postpartum posttraumatic stress symptoms related to childbirth, personality traits, and parenting stress. Exploratory factor analysis identified a 5-factor model with good internal consistency: negative interactions with healthcare providers, separation from the newborn, medical intrusiveness, verbal mistreatment, and pain experience. Confirmatory factor analysis supported this structure. Women with higher education, low income, and births in Southern Italy reported greater obstetric mistreatment. Other risk factors included primiparity, unplanned cesarean, instrumental delivery, episiotomy, anesthesia, labor exceeding 12 hours, and delivery complications. Finally, higher scores on the DMCQ correlated with increased perception of traumatic childbirth and the stress perceived in the parent-child relationship. In conclusion, the DMCQ is a psychometrically valid tool to address obstetric mistreatment in the early years postpartum. The results also underline the importance of educating maternal-care health professionals about this phenomenon to promote the well-being of both the mother and the child.

WHITE ITALIAN PARENTS' ETHNIC-RACIAL SOCIALIZATION AND CHILDREN'S PROSOCIAL BEHAVIORS TOWARD MIGRANT-ORIGIN PEERS

Daniele Di Tata¹, Stefania Sette¹, Tracy L. Spinrad², Courtney Hagan³, Gabrielle Coppola⁴, Federica Bianco⁵, Fiorenzo Laghi¹, Amy G. Halberstadt⁶

¹Sapienza University of Rome, Italy; ²Arizona State University; ³State Council of Higher Education for Virginia; ⁴Università degli Studi di Bari Aldo Moro; ⁵Università degli Studi di Bergamo; ⁶North Carolina State University

daniele.ditata@uniroma1.it

Parents' ethnic-racial socialization (ERS) plays a crucial role in shaping children's attitudes toward individuals from diverse ethnic-racial backgrounds. For instance, a review of 43 studies reveals consistent associations between parents' conscious ERS strategies with their children's greater awareness of racial inequities and more favorable attitudes toward people from different ethnic-racial backgrounds. However, these studies focus on entrenched racism resolution in the US, with few to no studies addressing tensions surrounding current issues of migration and integration in European countries. To assess the issue of growing migration flows and an increasingly multicultural society, we examined parents' ERS in Italy and potential associations with children's prosocial behaviors toward peers from diverse ethnic-racial backgrounds.

The study involved 312 White Italian parents (89.7% mothers; $M_{\text{age}} = 39.02$) and their children (48.1% girls; $M_{\text{age}} = 51.94$ months; range 31–75 months). Parents completed an adapted version of the White Racial Socialization Questionnaire (Hagan et al., 2023), which evaluates three ERS strategies: conscious, discussion-hesitant, and evasive approaches. Children's prosocial behaviors toward migrant-origin peers were assessed using both parental reports and a sticker-sharing task, in which children were asked to allocate resources to Italian native-born and migrant-origin peers. A structural equation model (SEM) was estimated to examine the associations between ERS strategies and children's prosocial behaviors, controlling for children's age and sex assigned at birth.

Results indicated that a conscious ERS approach was significantly positively associated with children's prosocial behaviors toward migrant-origin peers, as assessed through both parental reports and the sticker-sharing task. By incorporating both behavioral observations and parental evaluations, this study provides a more comprehensive understanding of the links between ERS and early prosocial development. These findings contribute to the growing body of research on ERS in European contexts and may have implications for fostering inclusive social development in early childhood.

RESISTANCE OF THE PARENT: INSIGHTS FROM A NON-DIRECTIVE PLAY THERAPY CASE

Deniz Çelik, Selin Uçar Özsoy

Middle East Technical University, Türkiye

celik.deniz@metu.edu.tr

Non-directive play therapy is based on the idea that children have the capability and natural tendency to develop mature, necessary behavior in order to solve their problems, including inner conflicts. Such an orientation necessitates an accepting, respectful, and permissive therapeutic relationship with appropriate limits between the psychotherapist and the child. Also, the discourse of the parents toward the child has a strong impact to mediate both child's position within the play, and therapeutic relationship. Although parents may consciously want the best for their children, their discourse about the therapeutic relationship or their children's problems may indicate an unconscious tendency to perpetuate their children's problems. The aim of this study is to demonstrate this proposition through a first session analysis of 7-year-old girl and her mother. As this single session demonstrates, the mother's discourse conveys messages that the child continuously needs psychological help, ultimately leading the child to refuse to play and resulting in dropout after this very first session. Lacan states that the child's symptom functions in relation to what is symptomatic within the family. The position of the mother, therefore, can be considered as a resistance to the therapeutic process. By analyzing the session in depth -including the therapist's own resistance- this study aims to highlight the possible resistance components within the discourse of the parents, that should also be addressed in the child's psychotherapy process. Finally, recommendations will be provided, especially for novel play therapists, on balancing the child's needs with parental resistance.

OLFACTOTHERAPY AS A NEW METHOD FOR PSYCHOLOGISTS. FIRST ATTEMPTS TO OBJECTIVELY ASSESS THE RESULTS

Daiva Jakubonienė¹, Daiva Tindžiulienė², Aldona Vyšniauskienė³

¹Integruojančios medicinos ir sveikatingumo centras, Lithuania; ²M.K. Čiurlionio menų mokykla, Vilnius, Lithuania; ³Medvisit holistinis sveikatos centras, Vilnius, Lithuania

daivaj@doctor.com

Introduction. Research shows that essential oils (EOs) - aromatic substances of plant origin – influence human emotions, cognitive function and behavior. Odors can be perceived as pleasant, neutral or unpleasant. Olfactory stimuli can trigger memories. Memories triggered by smells are experienced more emotionally than those triggered by verbal, visual or tactile stimuli. Magnetic resonance imaging studies have shown that unpleasant smells evoke more negative emotions and trigger deeper memories. Inhaling ‘nostalgic’ smells stimulates positive emotions and autobiographical memories. The perception of an EA scent as pleasant or unpleasant may be influenced by a person’s emotional state at the time of exposure, the duration and environment of the exposure and cultural factors. Olfactotherapy – integration of psychology and aromatherapy. The aim of the study - to assess the effect of the chosen EA on the heart rate variability (HRV) of the organism and to determine at what developmental stage and with what valence the memories are evoked.

Methodology. The participants were 5 psychologists (1 male, 4 female) selected by convenience sampling. The effects of Benzoin (*Styrax benzoin*) EA were investigated. Subjects inhaled EA from a paper strip for 2 minutes. The LifePulse Pro functional diagnostics equipment measured the HRV before and shortly after EA administration. Subjective reaction to the smell (pleasant/neutral/unpleasant), the approximate age of evoked autobiographical memories and the change in HRV recorded.

Results. 4 participants rated the smell of EA as pleasant and 1 as unpleasant. Those who rated the smell positively experienced an increase of HRV after EA exposure. For those who rated the smell as negative it decreased. For 3 participants EA triggered childhood memories.

Conclusions. 1. Participants’ reactions to EA were individual. 2. Those who liked the smell of EA showed an increase of HRV. 3. EA evoked childhood memories in some participants.

COGNITIVE AND ADAPTIVE FUNCTIONING OF BOYS WITH DUCHENNE MUSCULAR DYSTROPHY: INSIGHTS INTO A RARE DISEASE

Paulina Anikiej-Wiczenbach, Szymon Schab, Arkadiusz Mański

University of Gdańsk, Poland

paulina.anikiej@ug.edu.pl

Rare diseases like Duchenne Muscular Dystrophy (DMD) present unique diagnostic and therapeutic challenges. This study examined the cognitive and adaptive abilities of 50 boys diagnosed with DMD, aiming to clarify the wide range of functioning observed in this population. Cognitive performance was assessed using the Stanford-Binet Intelligence Scales (Fifth Edition), while adaptive skills were measured with ABAS-3. Our findings indicate that IQ scores ranged from profound intellectual disability to above-average intelligence. Notably, lower scores were often accompanied by additional symptoms characteristic of Autism Spectrum Disorder or ADHD, suggesting that comorbidities significantly correlate overall development in this group. These results underscore the necessity for comprehensive evaluations that address both motor and cognitive functioning, as well as behavioral and emotional factors. During the presentation, we will discuss the varied cognitive profiles of boys with DMD and highlight implications for individualized intervention and support. Our findings underscore the importance of targeted, interdisciplinary approaches for children with rare diseases like DMD.

EXPLORING FAMILY DYNAMICS IN RARE GENETIC DISORDERS: AN INTEGRATIVE QUALITATIVE AND QUANTITATIVE APPROACH

Paulina Anikiej-Wiczenbach, Szymon Schab, Arkadiusz Mański

University of Gdańsk, Poland

paulina.anikiej@ug.edu.pl

This poster presents findings from an exploratory study examining how families adapt and function when a child is diagnosed with a rare genetic condition. In-depth interviews were conducted with eight families, whose experiences are explored from three temporal perspectives—past, present, and future—shedding light on challenges, coping strategies, and evolving aspirations. The qualitative data reveal complex emotional trajectories, with families describing a profound initial impact of the diagnosis, a period of adjustment and adaptation, and varying degrees of hope and concern for what lies ahead.

To complement these qualitative insights, we also report aggregate data from 100 families raising a child with various rare genetic disorders (including Angelman syndrome, Duchenne Muscular Dystrophy, Rett syndrome, Smith-Magenis syndrome, Klinefelter syndrome, Turner syndrome, Williams syndrome, Rubinstein-Taybi syndrome, Dandy Walker syndrome and different types of Mucopolysaccharidosis). Results indicate that many parents experience a notable decline in the quality of their relationship following the child's diagnosis. However, this stress is accompanied by significant growth in certain aspects of self-actualization. Participants frequently reported deeper understanding of others, an enhanced sense of empathy, and a heightened sense of purpose or meaning in life.

By integrating qualitative and quantitative findings, this research highlights the multifaceted nature of family adaptation in the face of rare genetic conditions. The results underscore the importance of providing both emotional and practical support for parents, as well as interventions aimed at strengthening partner relationships. Ultimately, these insights may inform the design of targeted, holistic programs to better meet the needs of families navigating the challenges posed by rare diseases.

LINKS OF PERCEIVED MESO-LEVEL SUPPORT TO SATISFACTION WITH LIFE, COLLECTIVE AGENCY, AND NATIONAL BELONGING: STRUCTURAL EQUATION MODELING AND NETWORK ANALYSES

Aleksandrs Kolesovs

University of Latvia, Latvia

aleksandrs.kolesovs@lu.lv

Within the global social network, meso-level networks represent the proximal level of social systems involving family, relatives, and close friends. Perceived support at this level has significant effects on social interaction at different levels of social systems and individual well-being. This study assessed links of perceived support at the meso level to individual satisfaction with life, collective agency, and the sense of national belonging. The study participants were 275 university students from Latvia aged 18 to 29 (mean age was 21.3 ± 2.7 years, 72% females, 54% employed). The Satisfaction With Life Scale, Relational Belonging and Influence subscales of the Sense of Country Inventory, and a scale consisting of four items representing perceived support from parents, siblings, relatives, and friends were included in the analyses. The structural equation modeling included perceived support as a predictor for satisfaction with life, collective agency, and national belonging. The model demonstrated good fit to data: $\chi^2(113) = 187.94$, $p < .001$, CFI = .966, TLI = .959, RMSEA = .049, 90% CI (.038; .060), pRMSEA $\leq .050 = .538$, SRMR = .050. The satisfaction with life showed the closest link to perceived meso-level support, and the lowest was with the collective agency. The network analysis confirmed the grouping of variables by subscales. It revealed links between perceived support from parents and relatives and satisfaction with life, support from relatives and involvement, and the sense of commonality and an impact of the people of Latvia on the country. In summary, the results confirm that perceived support at the meso level links to individual well-being and societal phenomena, and the linking mechanisms can be associated with extended systems at meso and macro levels.

STRESS AND RESILIENCE IN PARENTS OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

Vaida Asisi¹, Helena Rieder², Martina Zemp²

¹Autism-Therapy-Center Sonnwendviertel, VKKJ, Vienna, Austria; ²Department of Clinical and Health Psychology, University of Vienna, Vienna, Austria

v.asisi@vkkj.at

Objective: Children with autism spectrum disorders (ASD) are at increased risk for comorbid emotional (internalizing) and behavioral (externalizing) problems, which can be an additional burden for parents. This study examines how ASD severity and emotional/behavioral problems (EBP) relate to parental stress and whether parental resilience moderate this relationship. Additional predictors of parental stress, such as parental migration background, and kindergarten childcare, are also considered.

Methods: As part of a research collaboration between the Autism Therapy Centre and the University of Vienna (Department of Clinical and Health Psychology), data collection for this Master's thesis has been conducted from March to December 2024. The sample consists of $N = 72$ children (46 boys, age $M/SD = 5.04/1.83$ years) and 71 parents (60 mothers). Associations between predictors and outcomes were examined using multiple regression analyses. Moderation analyses were conducted to examine whether parental resilience buffered these links.

Results: EBP significantly predicted parental stress $F(1,76) = 6.09, p = .02$, while ASD severity contributed only a slight, non-significant improvement in explained variance. Together, these factors accounted for 11.8 % of the variance in parental stress. Resilience was not a significant protective factor.

Conclusions: Parental stress in families of children with ASD is linked to their child's emotional and behavioral difficulties, consistent with previous research. Other possible stressors in the daily lives of affected families should be investigated further in future studies.

THE INTERGENERATIONAL TRANSMISSION OF INSECURE MOTHER-CHILD ATTACHMENT FROM THE ATTACHMENT SCRIPT ASSESSMENT TO THE STRANGE SITUATION PROCEDURE

Cory Platts¹, Rylie Putrich¹, Katherine Haydon², Ashley Groh¹

¹University of Missouri, United States of America;

²Mount Holyoke College, United States of America

cory.platts@missouri.edu

The Attachment Script Assessment (ASA) assesses attachment representations through narratives that are evaluated for secure base script knowledge (SBSK), reflecting a clear secure base script (attachment problem occurs, support is provided). Previous research linked higher SBSK with child attachment security. However, the ASA does not evaluate insecure or disorganized attachment representations, limiting opportunities to study the intergenerational transmission of these attachment patterns. Groh and Haydon (2024) developed a supplementary coding system to evaluate scripts for deactivation (attachment problems dismissed, minimal support sought), hyperactivation (attachment problems amplified, ineffective support provided), and anomalous content (attachment problems create fear/disorientation, support exacerbates fear/disorientation). This study examines associations between these ASA scripts and mother-child attachment in the Strange Situation procedure (SSP). We hypothesize that deactivation will be associated with insecure-avoidant, hyperactivation with insecure-resistant, and anomalous content with disorganized attachment.

Participants included 142 mother-infant dyads. When infants were 6 months, mothers completed the ASA, a word-prompt procedure in which individuals develop generic attachment narratives. Narratives were transcribed and rated on a seven-point scale for deactivation, hyperactivation, and anomalous scripts. When infants were 12 months, infants participated in the SSP with their mother. Trained, reliable coders classified infants using the standard ABCD coding system.

Results showed that mothers' higher levels of ASA hyperactivation were strongly associated with infant insecure-resistant (vs. not-resistant) attachment ($r = .52$) and moderately associated with disorganized (vs. not-disorganized) attachment ($r = .27$). Mothers' higher levels of ASA deactivation were moderately associated with insecure-avoidant (vs. not-avoidant) attachment ($r = .19$). Finally, ASA anomalous content was weakly associated with insecure-resistant ($r = .13$) but not with disorganized (vs. not-disorganized) attachment ($r = -.02$).

These results provide the first evidence that insecure attachment representations assessed via the ASA are associated with insecure patterns of mother-child attachment in the next generation.

A PERSON-CENTERED EXAMINATION OF ADOLESCENT CONFLICT RESOLUTION BEHAVIOR AND PSYCHOLOGICAL WELL-BEING IN PARENT AND BEST-FRIEND RELATIONSHIP CONTEXTS

Cagla Nur Unal Ozturkci^{1,2}, Ayfer Dost-Gözkın¹

¹Özyeğin University, Istanbul, Turkey; ²Mayadem Technology, Istanbul, Turkey

caglaunalozturkci@gmail.com

As conflict is an inevitable part of interpersonal relations, conflict resolution is an indispensable social skill that is needed in these interpersonal relations. Although it is important throughout the life, developing conflict resolution skills in adolescence has been seen crucial and attracted particular attention (Seiffge-Krenke, 2000). In this period, parent-adolescent relations become more challenging and interpersonal relations outside the family increasingly become important which makes this period more demanding in terms of conflict resolution skills. The current study aimed to examine adolescents' conflict resolution patterns in their relationships with their mother, father, and best-friend and to investigate how these patterns differ in adolescents' well-being (i.e., life satisfaction, problem solving confidence, trait-anxiety). Participants were 1033 Turkish adolescents between the ages of 11 to 19. Adolescents' conflict resolution behaviors were examined with a person-centered approach through cluster analysis which revealed four groups of adolescents who differ in their conflict resolution patterns. The first cluster which labeled as "Confrontational and Withdrawing" was characterized by low levels of problem-solving and high levels of conflict engagement, withdrawal and compliance. The second cluster which labeled as "Problem Solver" was characterized by high levels of problem solving and low levels of conflict engagement, withdrawal, compliance. The third cluster "Confrontational but not Withdrawing" was characterized by high levels of conflict engagement and low levels of withdrawal, problem solving, compliance. The fourth cluster "Problem Solver but Withdrawing" was characterized by low levels of conflict engagement and high levels of withdrawal, problem solving, compliance. Univariate ANCOVAs, conducted to examine how these clusters differ in psychological well-being revealed that "Problem Solver" had the highest scores in well-being indicators while "Confrontational and Withdrawing" had the lowest scores. Overall, findings revealed how combinations of different resolution styles differ in well-being and highlighted the importance of developing constructive resolution behaviors in adolescence.

EMOTIONAL AVAILABILITY IN MOTHERS AND CHILDREN BORN PRETERM: STABILITY FROM INFANCY TO SCHOOL-AGE

Orna Lev-Enacab^{1,2}, Efrat Sher-Censor¹

¹University of Haifa, Israel; ²Maccab Health Care Services

olevenaca@staff.haifa.ac.il

Emotional availability (EA) refers to parents' sensitivity towards their children without intrusiveness or hostility and to children's responsiveness to and involvement of their parents (Biringen et al., 2014). EA shapes children's socio-emotional development (McMahon et al., 2022). Limited research examined its stability from infancy to childhood, and the handful of studies primarily focused on term-born children or those at psychosocial risk (Bornstein & Putnick, 2021; Easterbrooks et al., 2012). The two studies examining EA stability in preterm infants focused on stability from age 6 and 18 months (corrected age; CA) to toddlerhood and preschool years (Salvatory et al., 2016; Stack et al., 2018).

We aimed to extend these works in two ways. First, by examining EA stability in mothers and preterm-born children from an earlier age, 3-4 months (CA), and across a more extended period, age 5-8 years. Second, by assessing maternal sensitivity in infancy across various modalities: touch, holding, lifting and putting down the infant; vocalization; and eye contact. Participants were 47 mothers and their preterm infants. Mothers' sensitivity across modalities and non-intrusiveness and infants' responsiveness and involvement during free play interaction were coded using the Mother & Infant Attunement scales (Lev-Enacab & Sher-Censor, 2012), developed for this study and adapted from the EA scales (Biringen, 2008). In childhood, mother-child play interactions involving fine motor, gross motor, and collaborative storytelling were rated using the EA scales (Biringen, 2008).

Controlling for relevant covariates (child age at Time 2 and negative life events between Time 1 and Time 2), MANCOVA revealed stability in maternal sensitivity and non-intrusiveness and child responsiveness and involvement over time, Wilk's lambda = .92, $F(4, 41) = .85$, $p = .500$; Univariate F 's (1, 44) < .29, p 's > .594. These results highlight the importance of fostering EA among mothers and their preterm infants from early age.

TURKISH ADAPTATION OF EMOTION REGULATION OF OTHERS AND SELF (EROS) SCALE

Gamze Er-Vargün¹, Özge Ünal-Koçaslan², Michaela Gummerum³

¹Anadolu University, Türkiye; ²Samsun University, Türkiye; ³University of Warwick, UK
gamzeer@anadolu.edu.tr

Individuals regulate emotions in daily life through two primary approaches. These are intrapersonal and interpersonal emotion regulation. To our knowledge, there is no measurement tool in Türkiye that simultaneously evaluates both an individual's ability to regulate their own emotions (intrapersonal emotion regulation) and their ability to regulate others' emotions (interpersonal emotion regulation). In this context, the study aimed to adapt the Emotion Regulation for Self and Others Scale (EROS) into Turkish and evaluate its psychometric properties to fill this gap in the literature. The study sample consisted of 418 adult participants ($Mage=21.42$; $SDage=4.26$). Confirmatory Factor Analysis (CFA) was conducted to assess construct validity. The relationships between EROS and perceived stress, perceived social support, difficulties in emotion regulation, and other emotion regulation scales were investigated for criterion-related validity. In order to assess reliability, internal consistency coefficients were calculated and subsequently, test-retest analyses were repeated on 71 participants ($Mage=21.69$; $SDage=4.62$). The results of CFA showed that the model fit the data well and verified the four-factor structure as in the original form: "extrinsic affect-improving", "extrinsic affect-worsening", "intrinsic affect-improving", and "intrinsic affect-worsening". As expected, these factors were found to be associated with perceived stress, perceived social support, difficulties in emotion regulation, other emotion regulation scales. Furthermore, the Turkish adaptation of the EROS satisfied the conditions of reliability. The internal consistency coefficients for the factors were between .71 and .83, and test-retest correlation coefficients were also found to be strong. Results indicated that the Turkish adaptation of Emotion Regulation of Others and Self (EROS) Scale is a valid and reliable measure for adult population in Türkiye. Our scale adaptation study contribute to future research on Turkish sample aiming to measure intrinsic and extrinsic emotion regulation strategies and examine the related factors in adulthood.

ASSOCIATIONS BETWEEN EARLY CHILDHOOD TEMPERAMENT PROFILES, CHILD EATING HABITS AND LONGITUDINAL WEIGHT DEVELOPMENT

Saija Tarro^{1,2}, Jetro Tuulari^{1,2,4}, Akie Yada^{3,4}, Denise Ollas-Skogster^{1,2}, Maryam Zarra-Nezhad^{1,2,4}, Laura Perasto^{1,2}, Linnea Karlsson^{1,2,5,6}, Hasse Karlsson^{1,2,6}, Riikka Korja^{1,2,4}, Saara Nolvi^{1,2,4}, Minna Lukkarinen^{1,2,7}

¹FinnBrain Birth Cohort Study, Turku Brain and Mind Center, Department of Clinical Medicine, University of Turku and Turku University Hospital, Turku, Finland; ²Centre for Population Health Research, University of Turku and Turku University Hospital, Finland; ³Department of Psychology, University of Jyväskylä, Finland; ⁴Centre of Excellence in Learning Dynamics and Intervention Research (InterLearn), University of Jyväskylä and University of Turku, Finland; ⁵Department of Child Psychiatry, University of Turku and Turku University Hospital, Finland; ⁶Department of Clinical Medicine, Unit of Public Health, University of Turku and Turku University Hospital, Finland; ⁷The Department of Pediatrics and Adolescent Medicine, University of Turku and Turku University Hospital sapatar@utu.fi

Background: Pediatric obesity is a significant public health concern, linked to various obesity-related diseases and psychosocial challenges. Temperament may influence obesogenic eating behaviors and contribute to childhood overweight, with its effects potentially varying by child age. Therefore, longitudinal studies are needed to better understand these associations. The aim of this study was to identify latent temperament profiles from infancy to preschool and explore their association with weight growth and eating habits in childhood.

Methods: Study included 510 children from the FinnBrain Birth Cohort Study. Temperament was assessed at 6 months and 1 year using the Infant Behavior Questionnaire (IBQ-R), at 2 years using the Early Childhood Behavior Questionnaire (ECBQ) and at 4 and 5 years with the Child Behavior Questionnaire (CBQ). Eating habits questionnaire included items on snacking, sweets consumption, pickiness and willingness to try new foods. Weight growth data of BMI-SDS from 2 to 5 years were obtained from well-baby clinics. Latent profile analysis will be used to identify longitudinal temperament profiles. General linear models and multinomial logistic regression models were used to investigate the relationship between temperament profiles, weight and eating habits.

Results: Temperament at 2 years was associated with eating habits, but not with BMI-SDS. Children with higher levels of surgency and effortful control were less picky (OR 0.44; 95% CI 0.34-0.58) and more willing to try new foods (1.94; 1.41-2.68). Additionally,

children with higher levels of effortful control snacked less (0.65; 0.51-0.84). In contrast, children with higher levels of negative affectivity snacked more (1.89; 1.39-2.57) and were pickier (2.14; 1.61-2.84).

Conclusions: Our findings suggest that surgency and effortful control may protect child from poorer eating habits, but temperament's role in weight development may not appear as early as 2 years of age. The role of longitudinal temperament profiles in shaping weight development will be presented.

THE IMPORTANCE OF NARCISSISM AND PARENTAL MEDIATION ON ADOLESCENTS' PHOTOS OF SPERC SELF-DISCLOSURE ON TIKTOK

Kristina Žardeckaitė-Matulaitienė, Ugnė Paluckaitė, Viktorija Čepukienė

Vytautas Magnus University, Lithuania

kristina.zardeckaite-matulaitiene@vdu.lt

Photo self-disclosure has become one of the main activities among adolescents on social networking sites (SNS). Today, it is well established that adolescents spend a significant amount of time on TikTok, where they share various types of age-restricted content, including photos and videos depicting forbidden behaviors. However, it remains unclear how adolescents' photo self-disclosure of smoking or posing with electronic or real cigarettes (SPERC) on TikTok is related to narcissism and parental mediation.

This study aims to examine the relationship between narcissism, parental mediation (both active and restrictive), and adolescents' SPERC on TikTok. To achieve this, a quantitative study was conducted ($N = 299$; M age = 15.35, SD age = 0.48; 62.5% female). Adolescents completed online questionnaires assessing their problematic photo disclosure on SNS and other psychosocial factors, including narcissism and parental mediation.

The results of a three-step hierarchical regression analysis indicate that both narcissism and restrictive parental mediation increase adolescents' likelihood of engaging in SPERC on TikTok ($F = 3.94$, $p < .05$). This suggests that adolescents with higher levels of narcissism and those experiencing stricter parental regulation of social media use are more likely to engage in SPERC on TikTok.

These findings highlight the importance of considering narcissism and parental mediation when designing and implementing prevention or intervention programs aimed at reducing adolescents' SPERC self-disclosure on TikTok.

This research has received funding from the Research Council of Lithuania (LMTLT), agreement No S-MIP-23-16.

BEYOND THE PLATE: USING CHILD-CENTERED PLAY THERAPY TO SUPPORT A CHILD WITH EATING DIFFICULTIES

Kübra Berber, Selen Demirtaş-Zorbaz

Ankara University, Türkiye

berber_kubra@hotmail.com

Picky eating behavior and food refusal in children are often linked to parent-child relationships and parental control. Child-centered play therapy helps children gain autonomy and express their feelings through play. This case study examines a 2.5-year-old child undergoing play therapy to address persistent eating difficulties. The child was referred to therapy due to significant food selectivity and strong resistance during mealtimes. Parents reported that the child refused certain foods entirely, exhibited tantrums when pressured, and that mealtimes had become stressful for the family. This study aimed to evaluate the effectiveness of play therapy, particularly sand tray therapy, in improving eating behaviors and reducing anxiety around food.

The intervention included eight weekly play therapy sessions using child-centered play therapy, sensory play, sand tray therapy, and role-playing games related to food. Sand tray therapy provided a safe, non-verbal outlet for the child to express emotions and anxieties. Additionally, parental guidance was provided through interviews. Data were collected via parental interviews, observational notes, and progress tracking of the child's eating behaviors.

Initially, the child was reluctant to engage in food-related play, but sand tray therapy allowed emotional expression and facilitated gradual comfort with the therapeutic process. Over time, the child showed reduced resistance to eating and began accepting new foods. A key factor in this progress was the parents' increased flexibility and reduced pressure during feeding. By the final sessions, the child demonstrated more positive emotions toward food and mealtimes.

This case highlights the effectiveness of play therapy, particularly sand tray therapy, in addressing eating difficulties in young children. Play-based interventions combined with parental guidance, can help reduce mealtime stress and encourage a more positive feeding experience.

This presentation is supported by TÜBİTAK 2224-A Grant Program for participation in scientific meetings abroad.

EXPLORING THE RELATIONSHIP BETWEEN CHILDREN'S AND MOTHERS' FANTASY ORIENTATION

Ezgi Yıldız, Deniz Tahiroglu

Boğaziçi University, Türkiye

ezgi.yildiz@std.bogazici.edu.tr

Fantasy orientation refers to the tendency to engage in imaginative and pretend scenarios, including symbolic thinking, storytelling, and magical beliefs, and it has been linked to children's cognitive, social, and linguistic development (Lillard et al., 2013). Specifically, it is associated with cognitive flexibility, creativity, language skills, social-emotional competence, and symbolic thinking (Lillard et al., 2013; Taylor, 1999). There are individual differences in children's fantasy orientation, and these may be influenced by their mothers' own engagement with imaginative thought and fantasy, as parental modeling and shared symbolic experiences can shape a child's cognitive and linguistic development. Hence, the current study aims to investigate whether children's play-related fantasy orientation is related to their mothers' fantasy orientation. To this end, 84 preschool-aged children ($M = 5.59$ years) and their mothers participated in this study. Children responded to questions about their favorite play and imaginary companions. Mothers completed the Interpersonal Reactivity Index, which consists of four subscales: Perspective Taking, Fantasy, Empathic Concern and Personal Distress (Davis, 1980). For the purposes of this study, we analyzed the Fantasy subscale which measures inclination to mentally place oneself in the thoughts, emotions, and behaviors of fictional characters in plays, movies, and literature. Only 16 children in our sample had imaginary companions and it was not related to their or their mothers' fantasy orientation. Girls ($M = .54$) had higher fantasy orientation scores compared to boys ($M = .28$) ($t(68) = 2.16, p = .03$). Furthermore, age was negatively linked to fantasy orientation ($r = .31, p = .01$). Finally, maternal fantasy orientation positively correlated with children's fantasy orientation ($r = .37, p = .05$), which may reflect shared environmental influences, such as engagement in imaginative play or storytelling, and similarities in cognitive and personality traits that contribute to fantasy-related tendencies.

THE IMPACT OF PARENTAL PSYCHOLOGICAL CONTROL AND BULLYING EXPERIENCES ON NON-SUICIDAL SELF-INJURY AMONG CHINESE ADOLESCENTS: THE MODERATING ROLE OF SELF-COMPASSION

Guanghui Chen, Nuo Zhi, Yuan Chang, Fan Wang, Ying Wen

Shandong Normal University, People's Republic of China

nolzhi@163.com

Non-Suicidal Self-Injury (NSSI) is a serious psychological problem in which individuals intentionally injure themselves without suicidal intent. In the context of Chinese culture, which emphasizes obedience, harmony, and collective interests, and which may lead adolescents to be more likely to ignore their emotional needs and even internalize their pain, thus increasing the risk of NSSI. Self-compassion, a positive psychological quality, may provide adolescents with an important emotional regulation mechanism to help them cope with pressures from family and school, thereby reducing the risk of NSSI. Based on Bronfenbrenner's ecosystem theory, this study investigated how two microsystem-level risk factors, parental psychological control and bullying experiences, interact to predict NSSI among Chinese adolescents, while exploring self-compassion's potential buffering role.

A total of 901 Chinese adolescents aged 12-17 ($M_{age} \pm SD = 14.50 \pm 1.42$) participated in a survey measuring experiences of bullying, parental psychological control, self-compassion levels, and NSSI behaviors. Results revealed that 25.64% had engaged in NSSI, with significantly higher rates among girls. Positive correlations between NSSI and both bullying and parental psychological control, alongside a negative correlation with self-compassion were significant. Bullying and parental psychological control independently increased the risk for NSSI, and their cumulative risk effect was significant. Moderation analysis indicated that self-compassion significantly buffered the negative effects of bullying, parental psychological control, and cumulative risk on NSSI.

This study provides pioneering evidence for the compounded risks posed by parental psychological control and bullying on NSSI within the microsystems of family and peer environments in China's collectivist cultural framework. Crucially, self-compassion emerged as a protective mechanism, diminishing the pathogenic effects of familial and peer adversities, can help strengthen adolescents' psychological resilience in coping with stress and negative emotions, thereby reducing the risk of NSSI.

ACQUIRING DIGITAL AND TECHNOLOGY-BASED COMPETENCIES: FAMILY AS A RESOURCE WITH INTERGENERATIONAL CHALLENGES AND POTENTIALS – IMPLICATIONS FOR LIFELONG LEARNING AND DEVELOPMENT

David Seistock, Elisabeth Ponocny-Seliger

Sigmund Freud University Vienna, Austria

david.seistock@sfu.ac.at

Background. Digital technologies hold development-promoting potential (e.g. autonomous living), but digital skills must first be available in order to develop this potential. Acquiring these skills can be particularly challenging for people in old age, partly due to a historical deficit in learning opportunities. Younger family members often take on a supporting role here. The resulting - at best reciprocal - intergenerational teaching-learning dyad is associated with challenges, but also potential, for both sides.

In this study, the learning situation is characterized from both perspectives (younger/older family members) and analysed on the basis of the following questions: Which focal points of support can be identified, which family members are involved in the processes and which opportunities and challenges arise within the identified focal points of support.

Method. The two samples will each consist of n=150 people aged 14–64 (younger people) and ≥ 65 (older people). Thirteen technology categories (e.g. e-health, communication) will be used to determine where support was provided/received. For each category, the frequency, the family members involved and the type of support (e.g. learning vs. “troubleshooting”) are surveyed. In addition, a specific situation is surveyed in more detail and perceived difficulties (e.g. stereotypical ideas) and opportunities (e.g. feeling of safety) are recorded.

On the basis of descriptive-statistical analyses, an overview of the technology categories in question is provided, support priorities are examined in more detail with regard to selected elements of the specific study situations and finally compared between the samples.

Results. The survey is currently being carried out and the first results are expected in March.

Discussion. The investigation of support priorities in the context of familial, intergenerational teaching-learning dyads is intended to contribute to drawing a true-to-life picture of digital competence acquisition processes and to discuss possibilities for considering the identified risks and opportunities in counseling contexts.

AFFECTIVE COMPETENCE, POOR QUALITY AND DATING VIOLENCE IN ADOLESCENT ROMANTIC RELATIONSHIPS: A STRUCTURAL EQUATION MODEL

Noemí Toledano Fernández, María Sánchez Zafra, Rosario Ortega Ruiz, Carmen Viejo Almazor

University of Cordoba, Spain

a02tofen@uco.es

First romantic experiences are a normative part of adolescent development and can be positive or negative for the protagonists depending on how they are managed. The perception of quality that adolescents have of their own relationships is an indicator factor of this management, which is related to previously acquired affective competences. Likewise, dating violence is one of the most significant risks related to the poor management of these first couples. This study examines the relationship between affective competence, perceived quality and dating violence with a structural equation model. A total of 1132 adolescents (55.83% girls) aged 12-20 years participated. All participants had been or were in a dating relationship. Affective competence was assessed using the AICQc (Viejo et al., 2020; 2025). The NRI (Buhrmester y Furman, 2008) was used to assess their perceived quality of their own relationships, and the CADRI (adapted from Benítez and Bandera, 2014) was used to assess perpetration and victimisation behaviours in the adolescent couple. Results showed that higher affective competence was related to lower perceptions of negative quality in the couple, which, in turn, was related to dating violence aggression and victimisation behaviours. Affective competence was also related to lower dating violence behaviours. These results reveal the role of affective competence as a possible protective factor for negative quality as well as dating violence in adolescent couples. Negative quality is also revealed as a risk factor for the development of aggression-victimisation behaviours within the couple. The results are discussed considering the development of affective competence strategies to initiate and manage relationships in order to prevent risks such as dating violence and to foster the development of relationships with a positive quality.

BUILDING BRIDGES: PROSOCIAL FUNCTIONING AS A PATHWAY TO SOCIAL INCLUSION AND PSYCHOLOGICAL WELL-BEING

Anna Marras¹, Fulvio Gregori², Noemi Di Brango³, Lucia Manfredi², Alessia Teresa Virzi³, Antonio Zuffianò², Benedetta Emanuela Palladino¹

¹University of Florence, Department of Education, Languages, Interculture, Literatures and Psychology (FORLILPSI), Florence, Italy; ²University of Rome “La Sapienza”, Department of Psychology of Social Development and Socialization Processes, Rome, Italy; ³University of Rome “La Sapienza”, Department of Psychology, Rome, Italy
benedettaemanuela.palladino@unifi.it

Recent research underscores the critical role of prosocial functioning in fostering social inclusion and well-being during adolescence. Social exclusion has severe consequences, undermining both community engagement and mental health. While existing research highlights associations between prosocial functioning and social inclusion, there is a lack of causal evidence, particularly regarding how specific facets like self-regulation and sympathy contribute to these outcomes in real-world settings.

This study adopts an ecological-causal perspective to investigate how self-regulation and sympathy—key components of prosocial functioning—enhance inclusion and well-being. A total of 240 adolescents (≥ 14 years old) from upper secondary schools were recruited for a two-phase data collection process: a baseline questionnaire and a daily diary phase. Using a Within-Person Encouragement Design (WPED), participants received randomized daily encouragement, serving as an instrumental variable to assess causal effects on prosocial behavior. They were randomly assigned to one of three experimental conditions (prosocial responding, self-regulation, or social inclusion) and monitored over three weeks via a smartphone application. On 50% of the days (11 out of 21), they received encouragement messages and completed daily questionnaires assessing self-efficacy, sympathy, and social inclusion.

Ongoing data collection includes 15 high-school classes in Tuscany. Analyses will employ a Dynamic Structural Equation Model (DSEM) to examine associations between prosocial behavior, social inclusion, and well-being. We hypothesize that increased self-regulation and sympathy will enhance social inclusion and well-being over time. Findings will inform interventions aimed at fostering inclusion and well-being among socially marginalized adolescents.

EXAMINATION OF FACTORS RELATED TO THE INTERGENERATIONAL TRANSMISSION OF CHILD MALTREATMENT

Sümevra Işık, Türkan Yılmaz Irmak

Ege University, Türkiye

sumeyraisik268@gmail.com

Having a child who has experienced abuse or neglect, where the parents themselves have also undergone similar experiences, is referred to as the intergenerational transmission of child maltreatment or the cycle of abuse. The continuation of this cycle results in more children being affected by maltreatment. Therefore, identifying the factors involved in the intergenerational transmission of maltreatment is important. This study examines parental difficulties in emotion regulation and perceived social support as variables related to the intergenerational transmission of maltreatment. The study was conducted with 632 university students (83% female) and their mothers. The ages of the participating university students ranged from 18 to 25 ($\bar{X}$ = 20.25, SD = 1.44), while the ages of the mothers ranged from 36 to 68 ($\bar{X}$ = 47.63, SD = 4.96). Data were collected from university students using a Demographic Information Form and the Childhood Trauma Questionnaire (CTQ-33); mothers completed a Demographic Information Form, CTQ-33, the Multidimensional Scale of Perceived Social Support, and the Difficulties in Emotion Regulation Scale Short Form. Based on the scores obtained from the CTQ-33, the experiences of abuse and neglect were determined for both students and mothers. Four transmission groups were formed based on the abuse or neglect experiences of the mothers and students: 1) Control (no experience of maltreatment for both mother and child), 2) Initiator (no experience of maltreatment for the mother but experience present for the child), 3) Breaker (experience of maltreatment for the mother but not for the child), and 4) Sustainer (experience of maltreatment for both parent and child). The transmission groups were compared regarding sociodemographic characteristics, mothers' difficulties in emotion regulation, and perceived social support, and the results were discussed in the context of existing literature. We aim to enhance the literature regarding the mechanisms involved in the intergenerational transmission of child maltreatment.

PSYCHOLOGICAL EXPERIENCES OF WOMEN IN JAPAN WHO ENGAGED IN SEX AS A SELF-INJURY (SASI): FROM THE PSYCHOLOGICAL STATES LEADING TO IT THROUGH REFLECTIONS AFTER RECOVERY

Satomi Yokoo, Keiichiro Ishimaru

Ochanomizu University, Japan

stm0113yy@gmail.com

In recent years, there has been a growing focus on sexual activity as a form of self-injury. In Sweden, the concept of sex as self-injury (SASI) has been studied. However, in Japan, there have been no studies that have examined sexual activity from the framework of self-injury. The purpose of this study is to clarify “what women who engage in sexual activity as self-injury feel under what circumstances in Japan” by using the SASI concept in an interview survey.

Five females participated (Mean age = 30.6, SD = 11.6). Semi-structured interviews were conducted online. The interview data were transcribed and analyzed by adopting the modified grounded theory approach (M-GTA).

Women who engaged in sexual activity as self-harm had a very low image of themselves and held values about sexual activity influenced by such a low self-image even before they engaged in such sexual activity. In the loop of sexual activity as self-injury, they felt a strong sense of psychological discomfort. Despite such discomfort, they sometimes felt that it was consistent with their low self-image and felt relief. These reinforced the low self-image and the value of sexual activity, and sexual activity as self-injury continued. In general, ambivalent feelings were always held toward sexual activity as self-injury. In some cases, these self-injurious sexual activities were repeated to harm themselves intentionally, and in other cases, they broke out of the loop and recognized that the acts were self-injurious. In addition, all the sexual activities were done with their consent. On the other hand, they also expressed their selfishness and doubts about feeling hurt despite their consensual sexual activities.

This study suggests the need to view sexual activities from the framework of self-injurious behavior in Japan.

THE IMPACT OF MATERNAL MENTAL HEALTH AND INFANTS' SOCIAL-EMOTIONAL DEVELOPMENT ON INFANTS' JOINT VISUAL ATTENTION AT 12 MONTHS

Alida Falch Sodal^{1,2}, Kjersti Sletten Bakken^{1,3}, Sol Maja Bjørkevoll^{1,3}, Maria O'Keeffe^{1,3}, Tor Arne Strand^{1,3}, Carolien Konijnenberg^{1,2}

¹Inlandet Hospital Trust; ²University of Inland Norway; ³University of Bergen

alida_sodal@hotmail.com

Background. Joint visual attention (JVA) refers to the ability to coordinate visual attention between oneself, another person, and an object or event in the environment. It facilitates the interpretation of social cues, reciprocal interactions and the development of language skills. Maternal mental health, particularly in the context of postpartum depression, has been shown to negatively impact early parent-child interactions and infants' socioemotional development. The aim of this study is to examine the interplay between maternal mental health, infants' social-emotional development, and JVA, focusing on how maternal mental health and infants' social-emotional competencies influence JVA at 12 months.

Methods. The study included 300 mother-infant dyads from a prospective longitudinal cohort in Norway (RART, 2022–2025). Maternal mental health was assessed using the Edinburgh Postnatal Depression Scale (EPDS) at 6–15 weeks postpartum. Infant social-emotional development was measured using the Ages and Stages Questionnaire: Social and Emotional (ASQ-SE) at 6 months postpartum. Infants' gaze following during a JVA task was recorded with a Tobii Pro Spectrum eye tracker at 12 months.

Results. Descriptive statistics and zero-order correlations will be reported for JVA performance, maternal mental health scores, and social-emotional development measures. Regression analyses will assess whether maternal depressive symptoms (EPDS at 6–15 weeks) and infant social-emotional development (ASQ-SE at 6 months) predict JVA at 12 months, to explore how maternal mental health and social-emotional development contribute to the emergence of early social cognition.

Discussion. This study contributes to a deeper understanding of the relationship between maternal mental health, infant social-emotional development, and JVA, highlighting JVA as an early indicator of social cognition.

RELATIONSHIPS BETWEEN HEALTH STATUS, PANDEMIC FEAR, AND PHYSICAL ACTIVITY IN TURKISH OLDER ADULTS

Asil Ali Özdoğru¹, Mehmet Furkan Talha Çakal², Turgay Altunalan³

¹Marmara University, Türkiye; ²Üsküdar University, Türkiye; ³Karadeniz Technical University, Türkiye
aazdogru@yahoo.com

The Coronavirus Disease (COVID-19), which emerged in 2019 and quickly became a global pandemic, has caused emotional and behavioral changes in older adults due to its high infectiousness and mortality risk. This study aimed to examine the relationship between the levels of physical activity, health status, and fear of pandemic among Turkish older adults during the COVID-19 period. Using a quantitative cross-sectional study design, data were collected from 201 participants, of whom 45% were women, with a mean age of 69.76 (SD = 8.05). Participants completed an online survey consisting of demographic questions and Turkish versions of Stanford Health Assessment Questionnaire, Fear of COVID-19 Scale, and Physical Activity Scale for the Elderly. Data collection took place from July to December 2021, while there were no restrictions on leaving house or public transportation for people aged 65 and over in Türkiye. The analyses showed that the level of physical activity in older adults was associated with certain demographic variables such as age, place of residence, and employment status. While there was a statistically significant negative correlation between the participants' health status and fear of the pandemic, the level of physical activity was positively correlated with fear of the pandemic and negatively correlated with health status. Among the participants with low levels of fear, those with higher health status had significantly higher levels of physical activity than those with lower health status. The same difference was not observed among the participants with high levels of fear. The findings of the study show the importance of physical health as well as the affective states in shaping the physical activity participation among older adults.

This presentation is supported by The Scientific and Technological Research Council of Türkiye 2224-A Grant Program for Participation in Scientific Meetings Abroad.

EXPLORING CHILDREN'S QUALITY OF LIFE THROUGH THEIR VOICES: THE ROLE OF EDUCATIONAL CONTEXTS

María Jesús Pardo-Guijarro¹, Marina Oliva¹, Laura González¹, Silvia Guerrero²

¹Universidad de Castilla-La Mancha, Spain; ²Universidad Complutense de Madrid, Spain
silgue03@uclm.es

Quality of life (QoL), understood as a person's physical, mental, and social well-being rather than just the absence of illness (WHO, 1948), has gained increasing relevance in various fields, including education. Research suggests that school environments can shape students' well-being, making it valuable to examine how different educational approaches impact QoL.

This study compares children's QoL in two types of school models: the Teacher-Text-Centered (TTC) approach, which prioritizes content learning and strict evaluation, and the Child-Environment-Interaction (CEI) model, based on constructivist principles that emphasize student engagement (Lillard, 2023). A total of 174 children ($N_{CEI} = 54$; $N_{TTC} = 120$), aged 6 to 12, were assessed using the standardized Kiddy-KINDL and KINDL QoL tests through individual interviews.

Although the quantitative results revealed no significant differences in overall QoL scores between students in TTC and CEI schools, the latter scored higher on the *Physical Well-being* and *School* subscales. These findings suggest that certain aspects of students' well-being might be linked to the educational approach, though further exploration is needed. In this regard, an ongoing qualitative analysis, based on children's narratives, aims to provide deeper insight into their perceptions and experiences. This complementary analysis is expected to refine the interpretation of the quantitative data and offer a more comprehensive understanding of how educational contexts relate to children's QoL.

By integrating both quantitative and qualitative perspectives, this study contributes to a more nuanced discussion on the potential role of school environments in shaping students' QoL. Future research should continue to explore how diverse educational practices can foster a supportive and enriching school experience for all children.

THE USE OF AI TECHNOLOGIES, AI LITERACY, AND THE WELL-BEING OF PUPILS IN CROATIA

Ana Žulec Ivanković¹, Marina Merkaš¹, Mario Pandžić¹, Lana Batinić¹, Ana Haramina¹, Marija Šakić Velić¹, Lana Ciboci Perša², Klara Bilić Meštrić³, Jasminka Maravić³

¹University Department of Psychology, Catholic University of Croatia; ²University Department of Communication Science, Catholic University of Croatia; ³Croatian Academic and Research Network - CARNET

azulec@unicath.hr

The increasing presence of artificial intelligence (AI) in everyday life raises important questions about its impact on pupils' well-being. This study aims to examine the association between the use of AI technologies, AI literacy, and the well-being of pupils in Croatia. This study is a part of research activity within the Croatian Academic and Research Network-CARNET project "Application of AI-based digital technologies in education-BrAIIn". Using a mixed-methods approach, we collected data from a representative sample of elementary and high school students through focus groups and an online questionnaire. The questions for focus groups and the online questionnaire were developed for the project BrAIIn. The findings highlight variations in AI literacy levels and frequency of AI use across age groups and their potential effects on well-being, including both benefits and risks such as misinformation and privacy concerns. The findings highlight the need for structured AI education and policies as well as balanced and informed use of AI to ensure that pupils can safely and effectively engage with AI while mitigating potential risks. This research provides valuable insights for educators and policymakers in developing strategies to enhance AI literacy while safeguarding pupils' well-being.

ARE ALL RISKS EQUAL? UNDERSTANDING THE DIFFERENTIAL MECHANISM LINKING EARLY ENVIRONMENTAL RISK AND CARDIO-METABOLIC HEALTH VIA THE INTERPLAY OF MENTAL HEALTH AND LIFESTYLE FACTORS

Hongyi Sun¹, Janet Kiri¹, Valerie Brandt^{1,2}, Dennis Golm¹

¹University of Southampton, United Kingdom; ²Hannover Medical School, Germany
d.golm@soton.ac.uk

Background: The impact of early environmental risks (EER) on mental and physical health is well established. However, mechanisms linking EER and cardio-metabolic health via the interplay of mental health and lifestyle factors in early life remain unclear. We examined whether EER predicts later mental health, lifestyle factors, and cardio-metabolic health, and identified the mediating roles of mental health and lifestyle in these relationships.

Method: Using data from the Millennium Cohort Study (valid N=6092), we assessed the relationship between EER (prenatal, neonatal, socioeconomic, maternal mental health, and parenting factors; 9 months to 3 years), mental health (internalising and externalising problems; 7 years), lifestyle factors (diet, exercise, smoking, and drinking; 11 years), and cardio-metabolic health (14-17 years). Structural equation modelling (SEM) was used to test proposed pathways. Additionally, sensitivity analysis was conducted by limiting the outcome to obesity due to it being the most prevalent physical health outcome.

Results: The EER significantly predicted mental health problems at 7 years, all four lifestyle risk factors at 11 years, and cardio-metabolic health at 14–17 years. Significant indirect effects were found between early environmental risk and cardio-metabolic risk through drinking and different mental health problems (internalising and drinking: $\beta = -.003$, $p = .02$; externalising and drinking: $\beta = .01$, $p = .01$). The indirect effects of EER on less exercise and drinking via internalising (less exercise: $\beta = .04$, $p < .001$; drinking: $\beta = -.02$, $p = .004$) and externalising (less exercise: $\beta = -.03$, $p < .001$; drinking: $\beta = .05$, $p < .001$) were differential. Sensitivity analyses showed similar results and confirmed the robustness of the findings.

Conclusion: Our study first identified the causality between EER and cardio-metabolic health via the interplay of mental health and lifestyle factors. By highlighting the importance of EER and the mediating role of different lifestyles in mental and cardio-metabolic health, our findings provide evidence of shared risk mechanisms linking mental and physical health.

EFFECTS OF INSTRUCTIONAL TEXT VARIATION IN NAIKAN THERAPY: A FOCUS ON SUBJECTIVE AND OBJECTIVE PERSPECTIVES

Reina Matsuda, Keiichiro Ishimaru

Ochanomizu University, Japan

matsudareina017@gmail.com

Background: Naikan therapy, a psychotherapeutic approach from Japan, is said to deepen self- and other-awareness by reflecting on past experiences through three key questions. It is sometimes applied in educational settings. For children, instructional texts may be modified. For example, “What has this person done for me?” may be reworded as “Things to be thankful for,” “What have I done for this person?” as “Things that made others happy,” and “What difficulties have I caused this person?” as “Things to apologize for.” However, a key feature of Naikan therapy is its emphasis on objective facts rather than subjective emotions. This raises the question of whether making instructional texts more subjective affects clients’ recollections and experiences, leading to this investigation.

Methods: A questionnaire survey was conducted with 112 participants aged 18 and older who had no prior Naikan therapy experience. Participants recalled both past and present periods using either conventional or modified instructional texts with altered expressions, then described their recollections and impressions. Considering the order effect, participants were randomly assigned to four groups in an online setting. However, for the final analysis, comparisons were made between two groups: the conventional and modified groups. Analysis was conducted using KH Coder, a text-mining software program.

Results & Discussion: Results suggest traditional instructional texts are less likely to interfere with Naikan-based recall. The conventional group tended to focus on their actions’ impact on others, while the modified group searched for feelings of gratitude or apology from a self-perspective.

Limitations and Future Directions: This study was conducted with adults, and the same results may not necessarily apply to children. However, when implementing Naikan therapy for children, if modifications are made to the instructional texts for better comprehension, therapists need to provide appropriate explanations.

THE COMPONENT STRUCTURE OF EXECUTIVE FUNCTIONS ACROSS AGE 10 TO 17 YEARS: DIFFERENTIATION AND DE-DIFFERENTIATION ACROSS DEVELOPMENT

Jianping Ma¹, Lingxiao Wang², Xiaoxi Liu¹, Teng Pan¹, Wenxin Zhang¹, Linqin Ji¹

¹Shandong Normal University; ²Liaocheng University

majianping950601@163.com

Executive functioning (EF) undergoes protracted development during childhood and adolescence, and plays a crucial role in interpersonal relationships and academic achievement. The operationalization and measurement of EF are central to understanding these competencies; however, debates persist regarding the component structure of EF. Additionally, there is no consensus on whether EF structure remains stable over time or following a differentiation or re-organization process. This study aims to examine the component structure of EF and its developmental stability using a multiple-cohort, longitudinal design. A total of 858 students from grade 5 ($M_{\text{age}} = 10.72$, $SD = 0.39$, 167 boys, 120 girls), grade 7 ($M_{\text{age}} = 12.74$, $SD = 0.42$, 180 boys, 124 girls), and grade 9 ($M_{\text{age}} = 14.71$, $SD = 0.47$, 126 boys, 141 girls) participated in five waves of assessment over a three-year period. Eight behavioral tasks were used to assess inhibition (Flanker, Stroop), switching (DCCS, Picture-Symbol, WCST), and updating (Backward Digit Span, Ranking, Visuospatial Memory), respectively. Confirmatory factor analyses and longitudinal factor analyses revealed that a two-factor model differentiated into a three-factor model at late children (around age 11.22), indicating a separation between switching and inhibition; for middle adolescence (around age 15.71) a three-factor model de-differentiated into a two-factor model, with switching and inhibition being combined into one factor. These results demonstrated developmental variation in EF component structure from two-factor model, to three-factor model, and then two-factor models from middle childhood to late adolescence, highlighting the processes of differentiation and de-differentiation in EF development.

UNDERSTANDING ROMANTIC BREAKUP IN LATE ADOLESCENTS

Matilde Sparacino, Lisa De Luca, Annalaura Nocentini

University of Florence, Italy

matilde.sparacino@unifi.it

Romantic breakups in late adolescence are often distressing due to the developmental stage's emotional upheaval and identity formation challenges (Erikson, 1968; Collins & Sroufe, 1999). The literature on romantic breakups distress is mainly focused on young adults. Adolescent's breakup is studied in terms of risk factors (e.g., insecure attachment; Simpson, 1990), negative consequences (e.g., depression, anxiety; Monroe et al., 1999) and reasons for breakups (e.g., lack of communication; Laursen & Collins, 1994) but there is no research focusing on the concept of romantic breakups distress in adolescents. This study aims to address this gap by examining the understanding of romantic breakups in adolescence using a qualitative and a quantitative approach. In relation to first, we conducted four focus groups with high school students (N=90, grade: 10-11th; 93.3% male, mean age=15.33, SD=.65) to explore their breakup experiences. Thematic analysis was used to identify common terms, emotional outcomes and strategies related to romantic breakups. In relation to the quantitative approach, we adapted the Breakup Distress Scale (BDS; Filed, 2009) to the adolescence age. Insights gained from the focus groups informed the adaptation of the BDS, a 4-point Likert scale with 16 items designed to assess psychological suffering caused by breakups. Preliminary analysis revealed that only 25.6% of the adolescent participants reported experiencing a romantic breakup within the past year. Items related to memories were more frequently endorsed, while those assessing the impact on future relationships were less frequent. Comparing our results with studies involving young adults (Shulman et al., 2013; Zapata-Vega et al., 2022), the mean levels found in adolescents appear to be higher, however, age-related, cultural and methodological differences should be considered when interpreting these findings. This study contributes to the initial understanding of distress management dynamics that arise from romantic breakup in adolescence.

SYMPTOM STRUCTURE OF EMOTIONAL AND BEHAVIORAL PROBLEMS AMONG CHILDREN AND ADOLESCENTS: A PATHOLOGICAL NETWORK ANALYSIS ON LARGE SCALE CHINESE SAMPLE

Linqin Ji, Xiaoxi Liu, Jianping Ma, Bin Pan, Wenxin Zhang

Shandong Normal University

liuxiaoxi0303@163.com

The co-occurrence of behavioral and emotional problems is a common form of pathological comorbidity, raising questions about the boundaries between specific categories and broader symptom domains. This study aimed to investigate whether behavioral and emotional symptoms cluster in a manner consistent with the pathological categories as outlined in DSM and ICD, and whether this network structure varies from childhood to adolescence. In total of 45,866 students from elementary to high school and junior-technician schools, participated in the study. They completed a series of measures on emotional and behavioral problems including the Children's Depression Inventory (CDI), Generalized Anxiety Disorder 7-item (GAD-7), and Achenbach Youth Self-Report (YSR). We employed network psychometrics to examine the symptom-symptom associations of emotional and behavioral problems developmentally from childhood to adolescence. The results showed that the estimated network was densely connected and characterized by a multitude of weak associations between symptoms. Walktrap community detection identified five communities in grade 4~8 and high school, and six communities in junior-technician school; the communities were weakly demarcated. The depressive symptoms, anxious symptoms, and somatic symptoms generally correspondingly clustered; while symptoms of conduct problems, attentive deficit/hyperactive problems, and oppositional defiant problems clustered according to severity, and showed variations across developmental stages. The central symptoms were generally consistent across stages, with symptoms reflecting low self-esteem, anxious and unsettling mood, and some somatic symptoms occupying an important position in the network. Anxious symptoms were the core connecting symptoms in the network of internalizing and externalizing problems. These findings underscore the interconnected nature of behavioral and emotional symptoms, challenging the view that such pathology takes the form of distinct disorders. The study also discusses implications for prevention and intervention of emotional and behavioral problems.

INTERCULTURAL SENSITIVITY AND SOCIAL SUPPORT IN ADOLESCENCE: THE MEDIATING ROLE OF REFLECTIVE THINKING

**Elisa Galli¹, Alessandra Sperati¹, Ilenia Passaquindici¹,
Maria Teresa Positano¹, Maria Spinelli², Mirco Fasolo²**

¹Department of Neuroscience, Imaging and Clinical Sciences, University G. D'Annunzio Chieti-Pescara; ²Department of Psychology, University G. D'Annunzio Chieti-Pescara
elisa.galli@phd.unich.it

Intercultural sensitivity is a key component of intercultural communication competence, as it fosters openness and adaptability to cultural differences (Hammer, Bennett, & Wiseman, 2003). Recently, the investigation of factors that could enhance intercultural sensitivity has gaining attention, given its impact on inclusive attitudes among adolescents in an increasingly multi-ethnic society. One of these factors is social support, defined as the perceived support from family, friends, and significant others. Previous studies have linked social support to emotional well-being and social adaptability (Wright & Silbereisen, 2015). Yet its direct effect on intercultural sensitivity remains unexplored. Moreover, little is known about the potential mediating role of individual factors, such as reflective thinking (i.e., the ability to analyze experiences, reconsider cognitive and behavioural patterns, and suspend judgment; Facione, 2010). This study examines the effect of social support on intercultural sensitivity in adolescents and the mediating role of reflective thinking on a preliminary sample of $N = 50$ adolescents (74% female, $Mage = 16.5$, $SD = 1.55$, range: 13–18 years) from Italian secondary schools who self-reported on variables of interest.

Preliminary mediation analysis revealed that social support did not directly predict intercultural sensitivity ($B = -.08$, $p = .16$) but fully through the indirect effect of reflective thinking ($B = .08$, 95% CI [.014, .19]), with social support impacting on reflective thinking ($B = .24$, $p < .001$) that in turn has a significant effect on intercultural sensitivity ($B = .31$, $p = 0.03$).

Findings suggest that promoting supportive social relationships among adolescents can enhance deep reflection on experiences and behaviors, fostering greater openness to diversity. As the data collection is still ongoing aiming at reach around 1500 observations, by the time of the conference, findings will rely on a larger sample size. Implications for research and practice will be discussed.

PREDICTORS OF BODY SHAME IN TURKISH EMERGING ADULTS

Cansu Savaş, Filiz Künüroğlu İnal

İzmir Katip Çelebi University, Türkiye

filiz.kunuroglu@ikc.edu.tr

Objectified body consciousness broadly refers to the tendency of individuals to view and assess their own bodies from an outsider's perspective. This concept comprises three key elements: body surveillance, body shame, and appearance control beliefs. Existing literature suggests that multiple factors, including sociocultural norms, media exposure, and contextual influences, play a significant role in shaping body shame, particularly during emerging adulthood—a critical phase for identity development and psychological well-being. However, research on body shame and its predictors remains scarce in non-Western populations. This study examines the associations between body shame, difference between actual and ideal body size, sociocultural attitudes, body mass index (BMI), and self-compassion among emerging adults in Turkey. A total of 503 participants (aged 18-25, 372 women, 131 men) completed the Objectified Body Consciousness Scale, Self-Compassion Scale, Sociocultural Attitudes Towards Appearance Questionnaire-4 Revised, Figure Rating Scale, and a Demographic Information Form. Data were analyzed using SPSS 26, with descriptive and hierarchical regression analyses conducted to examine the predictive relationships. The results revealed that, among sociocultural attitudes, both internalization of thinness and peer/significant others' pressure, along with BMI, were significant positive predictors of body shame. Conversely, self-compassion negatively predicted body shame, suggesting its protective role. Additionally, females exhibited slightly higher body shame scores compared to males, highlighting marginal gender differences in body image concerns. The findings underscore that body shame is a multidimensional construct shaped by both environmental and individual factors. Furthermore, self-compassion emerged as a prominent factor, mitigating the negative influence of body shame and 'difference between actual and ideal body size'. These results suggest that interventions aimed at fostering self-compassion could be particularly beneficial for individuals facing high sociocultural pressures related to body ideals. Future research should explore the longitudinal effects of self-compassion and examine potential cross-cultural differences to further understand the mechanisms underlying body shame.

THE GAP BETWEEN AWARENESS AND BEHAVIOR OF REBELLION AMONG ADOLESCENTS IN JAPAN

Subaru Uchiyama

Hokkaido University, Japan

uchiyama.subaru.t7@elms.hokudai.ac.jp

It has been noted that some Japanese adolescents are aware of their wanting to rebel but do not or cannot rebel. However, rebellion in adolescence is often defined as a time when a rebellious attitude is manifested, focusing only on the behavioral aspect, and the consciousness of awareness to rebel is not situated well. Therefore, this study examined adolescent rebellion in terms of the gap between awareness and behavior.

This study was conducted from August to December 2024. 79 Japanese junior college, undergraduate, and graduate students participated. The survey was administered using a questionnaire and analyzed using the lifeline method.

As a result, for the significance of the gap between defiance and defiant behavior in adolescents, the results indicate that there are several patterns depending on the size of the gap in the intensity of awareness and behavior of rebellion and the timing of when the gap is observed. The patterns suggest that, in cases of rebellious behavior in adolescence, even if the causes of anger and frustration have not changed, multiple short-term stressors, including social conditions, and the intensity and nature of the adolescent's rebellious behavior may change. In some cases, the adolescent's behavior may seem excessive to him or her. In addition, even in cases where rebellious behavior was not seen very often in adolescence, there were cases in which the adolescents themselves had an unexplainably high level of rebellious awareness. It was suggested that the adolescents may have had experiences in their early years, such as in elementary school, when they were unable to make their own arguments, and that the feeling of not being able to defend themselves or the negative perception of themselves in conflict may be related to their not expressing rebellious behavior during their adolescence.

ASSESSING MATHEMATICS TEACHING EFFICACY PROFILES IN KINDERGARTEN: THE IMPACT OF SPECIAL EDUCATIONAL NEEDS, SCHOOL CLIMATE, RESPONSIBILITY FOR STUDENT ACHIEVEMENT, SELF-EFFICACY AND LOCUS OF CONTROL

Maria Kypriotaki¹, Garyfalia Charitaki², Helen Vretudaki¹

¹University Of Crete, Greece; ²Hellenic Open University, Patras

mkyriotaki@uoc.gr

This study aims to gain insights into the heterogeneity of early childhood teachers' mathematics teaching efficacy and seek evidence to build their specific profiles, following a person-oriented approach. This approach was chosen to provide combinations of attributes that shape high-risk groups of teachers being globally unconfident/inefficacious in teaching mathematics. We examined whether these profiles differed concerning their sense of responsibility for their students' achievement, self-efficacy (overall), locus of control, special educational needs, and individual parameters/work-related characteristics. Moreover, the teacher's gender, age, highest degree, educational experience, intention to work as a teacher (in years), monthly income, number of modules related to special education, and seminars in special education (that teachers attended) were evaluated for their contribution in differentiating teachers' profiles. The sample included 547 in-service typical and special education teachers working in kindergartens. Two cluster analyses (two-step) yielded different profiles for special education teachers, entitled: "Passionate - Confident/ Efficacious in Teaching Mathematics", "Operational - Moderately Confident/Efficacious in Teaching Mathematics", and "Overworked - Globally Unconfident/ Inefficacious in Teaching Mathematics" and typical education teachers, entitled: "Operational - Moderately Confident/Efficacious in Teaching Mathematics", and "Overworked – Globally Unconfident/ Inefficacious in Teaching Mathematics". Findings are discussed for their implications for designing training programs for teachers at risk.

WE STILL NEED TO PARENT OUR CHILDREN: UNDERSTANDING PARENTING STRESS AMONG ASYLUM SEEKING POPULATIONS AND THE CONTRIBUTION OF CONTEXTUAL POST MIGRATION STRESSORS

Ellen Hedstrom, Jana Kreppner, Hanna Kovshoff

University of Southampton, United Kingdom

e.hedstrom@soton.ac.uk

Recent research has highlighted links between contextual stressors in a post migration setting and mental health problems in asylum-seeking populations. Less is known about how postmigration stress places additional demands on parents, giving rise to parenting stress. Parents seeking asylum may be more vulnerable to parenting stress due to the postmigration stressors they face such as housing insecurity, economic worries, discrimination, and a loss of social networks.

Survey data were collected from $n=78$ asylum-seeking parents in the UK between May and August 2020 to explore associations between post migration stress, parenting stress, and depressive symptoms. Gender effects were also considered. We found that mean levels of parenting stress were high and associated with post-migration stress ($r=.545$, $p<.001$) but not with depression. Furthermore, there were noteworthy differences in the patterns of associations when we considered the data for mothers and fathers separately. This poster highlight an important association between experienced post-migration stress and parenting stress and are discussed in terms of the need for early intervention for asylum-seeking parents.

PATHWAYS FOR PREDICTING SUSCEPTIBILITY TO PEER INFLUENCE IN EARLY ADOLESCENCE

Vaiva Rimienė, Goda Kaniušonytė

Mykolas Romeris university, Lithuania

vaiva.rimiene@mruni.eu

Susceptibility to peer influence in adolescence is often associated with maladaptive behaviors, including truancy, substance misuse, conduct problems. However, it is also an adaptive consequence of the structural changes that characterize adolescence and facilitate psychosocial adaptation (Laursen & Veenstra, 2021). Conforming to the behaviors and attitudes of valued peers can be fundamentally beneficial, as it may provide a favorable sense of self (Brechwald & Prinstein, 2011). Some consider susceptibility as a trait-like attribute responsible for consistent individual differences (Belsky & Pluess, 2009), others argue that it is product of interpersonal circumstances that increase vulnerabilities to conform (Laursen & Faur, 2022). On the other hand, not everyone is equally likely to be influenced. This study aims to investigate how susceptibility to peer influence is related and may be predicted from individual characteristics of adolescents, including rejection sensitivity, identity, emotional reactivity, and loneliness.

The study was conducted in a regional town in Lithuania. The sample consisted of students from six high schools, with a total of 746 students (grades 5–8). Participants were aged 10–14 years ($M = 12.33$, $SD = 1.17$). The sample was diverse in terms of family and socio-economic backgrounds but homogeneous in terms of ethnic background. The following measures were used: Resistance to Peer Influence Scale (Steinberg & Monahan, 2007), Utrecht-Management of Identity Commitments Scale (Crocetti et al., 2008), Loneliness Scale (Parker & Asher, 1993), Children's Rejection Sensitivity Questionnaire (Downey et al., 1998), Emotional Reactivity Scale (Nock et al., 2008).

Preliminary regression analysis showed that significant associations were found between susceptibility to peer influence and all examined variables, but susceptibility could be predicted by loneliness, emotional reactivity, and identity. Our model explains 35 percent of the data variability. The longitudinal interplay between the study variables will be analyzed using three waves of data across one academic year.

SCALES TO ASSESS SUBJECTIVE UNDERSTANDING OF HUMAN DEVELOPMENT: A CONFIRMATORY FACTOR ANALYSIS OF A THREE-FACTOR-MODEL

Jan Aden, Caroline Vavrik, Eva Dreher

Sigmund Freud University Vienna, Austria

caroline.vavrik@sfu.ac.at

Introduction. Subjective beliefs of human development have an action-guiding function for one's own development. Developing an instrument for the economic assessment of the subjective understanding of development is useful for various fields of practice e.g. clinical psychology, education (e.g. identification of maladaptive developmental orientations; prevention of problematic developmental pathways), etc.. The importance that people assign to (1) their *own activities* (2) *external factors* and (3) *autonomous processes* for human development is decisive for the present model for assessing the subjective understanding of development.

Method. A sample of $n=299$ people (age: $M=22.21(SD=4.35)$) got a questionnaire containing 50 development-related statements. The statements represent central domains of scientific development theories such as changeability, influence, etc. were evaluated by the respondents. A theoretically based three-factor-model of subjective understanding of development was derived. Each factor ((1)actional-orientated understanding,(2)ecological-orientated understanding, (3)understanding of development as autonomous process) consists of 4 Items (out of the 50 original items). A confirmatory factor analysis was carried out to confirm the factorial structure. In addition to the exact fit, the fit indices (Cmin/df, CFI, RMSEA) were used to assess the model fit. The threshold values according to Hu and Bentler (1999) are applied. Internal consistency (α) and the item discriminability (r_{tt}) are calculated as well.

Results. The results show an acceptable model fit ($\chi^2(51) = 94.52, p<.001, Cmin/df=1.85, CFI=.908, RMSEA=.054[KI90:.036-.070]$). The internal consistency, item discriminability and factor loadings for each factor are as followed: Factor 1: *actional* ($\beta=.51-.74, \alpha=.73, r_{tt}=.42-.61$), Factor 2: *ecological* ($\beta=.33-.61, \alpha=.58, r_{tt}=.25-.44$), Factor 3: *autonomous* ($\beta=.15-.66, \alpha=.47, r_{tt}=.15-.66$).

Conclusion. The dimensional structure was confirmed. The results support the measurement accuracy of the first factor (actional-orientated understanding of development). Factor 2 (ecological-orientated understanding of development) and factor 3 (understanding of development as autonomous process) could be modified for better reliability. The current model enables an economic assessment of the basic subjective understandings of development. Possible modifications of the model are discussed.

STRUCTURE OF FAN PSYCHOLOGY AND RELATIONS OF FAN PSYCHOLOGY WITH WELL-BEING AND PARENT-CHILD, FRIENDS, AND ROMANTIC RELATIONSHIPS

Riko Morita¹, Hiroyuki Ito²

¹Developmental Clinical Psychology Ochanomizu University, Japan; ²Faculty of Core Research Human Science Division, Ochanomizu University

g2440327@edu.cc.ocha.ac.jp

Fan psychology is a mental state which we have when we act as a fan, for example, going to a concert. In Japan, previous studies on fan psychology focused on positive aspects of fan psychology and suggested that it promoted well-being (Matsumoto, 2022; Moriyama, 2022), however, previous studies conducted abroad focused on negative aspects of it and suggested that it negatively affected well-being (Maltby, 2001; Maltby, 2006; Reeves, 2012; Scharf, 2015). Consequently, findings on fan psychology are inconsistent between Japanese and foreign studies. Moreover, previous studies conducted abroad suggested that the intensity of fan psychology related interpersonal relationships and tendency of dependence, but it was not examined well in Japan. The purposes of this study were to develop the Fan Psychology Scale which included both foreign and domestic aspects and examine its factor structure, to examine the effects of fan psychology on well-being, and to examine formation of fan psychology.

In this study, fan psychology, well-being, and interpersonal relationships were investigated on web in a sample of 139 Japanese between the ages of 18 and 63, using Fan Psychology Scale which we developed, MDAS (Sato, Yasuda & Kodama, 2001) and ECR-RS (Komura, Murakami & Toda, 2016).

As a result, we found that fan psychology may be centered around highly intense and negative elements. We suggested that there are no large differences in fan psychology between Japan and other countries. In addition, as well as earlier studies conducted abroad, this study suggested that the high-intensity fan psychology had pathological aspect and negative effect on well-being in Japan as well as abroad. Moreover, this study suggested that poor interpersonal relationships may lead to the formation of maladaptive fan psychology. Therefore, this study suggested the need to examine not only positive aspects of fan psychology but also negative aspects of it in Japan.

CULTURAL VARIATIONS IN PARENTS' NATURALISTIC CHALLENGE-RELATED LANGUAGE AND ITS RELATION TO CHILDREN'S STRATEGIC PERSISTENCE

Elise M. Mahaffey¹, Melda Karaoğlu², Andrea Jamieson¹, Hilal H. Şen³, Kelsey Lucca¹

¹Arizona State University, United States of America; ²Utrecht University, Netherlands;

³University of Akureyri, Iceland

hilal@unak.is

Deciding how much effort to invest in challenges is a key part of childhood. These decisions are shaped by children's understanding of potential rewards weighed against anticipated costs, and parents' language can play a crucial role in guiding this process. However, little is known about how parents naturally communicate about effort and how this shapes children's strategic persistence. It is also unclear how these patterns vary across cultures, particularly in contexts where economic instability may influence cost-benefit considerations. If parents' language around persistence helps shape children's effort allocation, we would expect those who balance cost-relevant and reward-focused language to have children who persist more strategically. In a Zoom-based study, parents in the U.S (N = 143) and Turkey (N = 94) read a wordless picture book with their 3-to-6-year-old child (MAge=59.74 months), depicting someone repeatedly searching for treasure. Parents' utterances were coded for positive (rewards/goals and persistence/praise) and cost-relevant effort messages. Children also completed a search game, choosing between high-reward and low-reward options. Strategic persistence was operationalized as the proportion of time spent searching in high-reward locations. Parents in the U.S. used more reward-focused (M=10.11) and persistence-related (M=1.87) utterances than parents in Turkey (M=7.78 and 1.09, respectively; $ps < .01$), but parents in Turkey (M=3.22) used more cost utterances than parents in U.S. (M = 2.51, $p=.035$). Parents in both countries used significantly more rewards/goals than cost utterances ($ps < .0001$). Surprisingly, cost talk was rare overall. Contrary to predictions, children's strategic persistence was not predicted by parents' cost utterances, positive utterances, or their interaction. These findings suggest that while parents do highlight effort-related costs and benefits, their natural language does not consistently frame effort as a cost-benefit decision. Additionally, other factors may contribute to children's ability to strategically persist, such as broader cultural values or familial experiences.

PARENTIFICATION IN INTERGENERATIONAL CONTEXT: RESULTS FROM A STUDY OF POLISH FAMILY TRIADS

Judyta Borchet, Aleksandra Lewandowska-Walter

University of Gdańsk, Poland

judyta.borchet@ug.edu.pl

Parentification means reversing roles between a child and parent(s). It is a complex, immersed-in-culture and intergenerational process that can be based on family loyalties, and its transmission across family generations is well described in case studies from psychotherapeutic practice. However, little research estimates the strength of the relation based on the level of parentification experienced by the parent and the level of parentification experienced by the adolescent.

There were 170 family triads consisting of adolescents aged 12-16 and their parents/caregivers. The adolescents were aged 12-16 ($M=13.35$; $SD=.85$); among them, 52.9% ($N=90$) were girls, and 47.1 % ($N=80$) were boys. Parentification was measured with the Polish adaptations of the Parentification Inventory by Hooper (2009) – the retrospective version for adults (Borchet et al., 2022) and the parallel, current version for adolescents (Borchet et al., 2023). In both versions, the scale produces three orthogonal parentification dimensions. The study aimed to investigate the intergenerational transmission of parentification from parents to adolescents.

Neither relationship between maternal nor fraternal childhood parentification and adolescent current parentification was statistically significant. Further analyses investigated family-structure-related moderating variables. Summing up, the mechanism of intergenerational transmission of parentification seems to be indirect; thus, it suppresses the need to contextualize studies on parentification.

BLURRED BOUNDARIES: A QUALITATIVE ANALYSIS OF ADOLESCENTS' PERSPECTIVES ON ONLINE HATE SPEECH (AND CYBERBULLYING)

**Michela Mariotto¹, Serena Verbena², Benedetta Emanuela Palladino²,
Anna Marras², Giuseppe Corbelli³, Salvatore Ioverno¹**

¹University of Rome "Roma Tre", Spain; ²University of Florence;

³University of Rome "La Sapienza"

benedettaemanuela.palladino@unifi.it

Online hate speech (OHS) is a form of cyberviolence that involves disseminating discriminatory content targeting specific groups based on characteristics such as ethnicity, religion, gender, and sexual orientation. The rapid increase in OHS has emerged as a major public concern, particularly given its growing prevalence among young people. Despite the expanding body of research on OHS, little is known about adolescents' perceptions and experiences—whether as direct targets or as bystanders. This study addresses this gap by exploring how adolescents in Italy understand, perceive, and respond to OHS.

Through a qualitative approach, six focus groups were conducted with adolescents aged 14 to 16, attending the 9th and 10th grades across Italy. A thematic analysis of the data, employing both deductive and inductive coding, identified three key categories: Definition and Characteristics of OHS, Impact on Targeted and Non-Targeted Individuals, and Responses to OHS.

Findings indicate that adolescents frequently conflate OHS with cyberbullying, perceiving it as aggression toward individual(s) rather than as systemic violence against marginalized groups. Additionally, the study highlights that exposure to OHS negatively affects not only those targeted but also bystanders, influencing their well-being and social behaviors. Adolescents' responses to OHS and their strategies to counter it were also explored, highlighting factors, that may influence their willingness to intervene (or not) to limit the spread of hate (i.e., victim blaming, individualism, belonging to a minority group).

This research underscores the need to address adolescents' misconceptions about OHS and foster critical awareness. Understanding how young people perceive and react to OHS is crucial for developing effective interventions that empower them to recognize, and counter OHS. The study's findings provide valuable insights for educators, policymakers, and social media platforms aiming to promote digital citizenship and a safer online environment.

THE ASSOCIATION BETWEEN AUTISM AND PSYCHOSIS AND THE TOOLS USED TO MEASURE IT: AN UPDATED SYSTEMATIC REVIEW AND META-ANALYSIS

Michael Miles, Dennis Golm, Emma Palmer-Cooper

University of Southampton, United Kingdom

d.golm@soton.ac.uk

Objectives. Autistic individuals are more likely to be diagnosed with psychotic disorders and experience psychotic symptoms. This association may result from methodological issues, such as misinterpretation of psychosis questionnaires by autistic individuals and clinician difficulty differentiating between symptoms of autism and psychosis. This meta-analysis aimed to update the review of this association and examine whether it is moderated by the methods used to measure it.

Methods. A systematic literature search was conducted in PsycINFO, MEDLINE, CINAHL, Embase, and Web of Science. Included studies required: autism and psychosis measurements, comorbidity data, adult participants, and quantitative data. Risk of bias was assessed using Hoy et al. (2012) criteria, and analyses examined correlational data, computed odds ratios, and computed Cohen's d .

Results. Sixty-three papers were included. Significant correlations were found between autistic traits and overall ($r = 0.435$, $p < .0001$), positive ($r = .274$, $p < .0001$), negative ($r = .506$, $p < .0001$), and disorganized ($r = .366$, $p < .0001$) psychotic symptoms. Individuals with one condition had increased risk of being diagnosed with the other ($OR = 7.03$, $p < .001$), and scored higher on trait measures of the other ($d = 1.187$, $p < .0001$). No moderating effect of measurement was found.

Discussion. This meta-analysis provides an updated overview of the association between autism and psychosis, with no evidence that methodological issues are specific to any measure. The weaker correlation between autistic traits and positive psychotic symptoms suggests symptom overlap may partly explain the association.

PRO-ENVIRONMENTAL BEHAVIOR AMONG YOUTH IN CROATIA: THE ROLE OF CLIMATE ANXIETY AND SELF-EFFICACY

**Jasmina Tomasic Humer, Ana Babic Cikes, Daniela Sincek,
Silvija Dmejhal, Sanja Ljescak**

J. J. Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, Croatia
jtomasic@ffos.hr

This study aimed to examine the extent to which climate anxiety and ecological self-efficacy predict pro-environmental behavior among youth in Croatia. Specifically, we investigated whether these psychological factors remain significant predictors after controlling for sociodemographic variables (i.e., gender and age).

A convenience sample of 458 university students ($M = 21.75$, $SD = 2.94$, age range: 18–44 years) participated in the study, with a slightly higher representation of male participants ($N = 249$; 54.4%). Participants completed the Climate Change Anxiety Scale (Clayton & Karazsia, 2020), the Environmental Self-efficacy Scale (Huang, 2016), and the Proactive Environmental Behavior Questionnaire (Huang, 2016). Additionally, they provided sociodemographic information, including gender, age, and socioeconomic status.

Correlation analyses indicated significant associations between gender, climate anxiety, ecological self-efficacy, and proactive environmental behavior. A hierarchical regression analysis revealed that gender, climate anxiety, and ecological self-efficacy jointly accounted for 20.0% of the variance in pro-environmental behavior. The findings suggest that women, individuals with heightened climate anxiety, and those with stronger perceptions of ecological self-efficacy are more likely to engage in pro-environmental behaviors.

These results underscore the psychological determinants of environmental engagement and highlight the importance of fostering ecological self-efficacy as a means of promoting sustainable behaviors among youth.

“EMPOWERED TO BE ME”: THE MEDIATING ROLE OF BASIC PSYCHOLOGICAL NEEDS SATISFACTION BETWEEN PARENTING AND IDENTITY STYLES OF COLLEGIATE EMERGING ADULTS

Cemre Yavuz-Şala, Selahiddin Öğülmüş

Ankara University, Türkiye

fcyavuz@ankara.edu.tr

Identity styles are a concept that explains the individual differences in information-processing and problem solving about identity, which is key for understanding the development and well-being of young people. Berzonsky (1989) describes three distinct identity styles: Diffuse-avoidant, informational, and normative identity styles. In the present study, the effects of parenting on identity styles are examined, and to explore the underlying mechanisms, a Self-Determination Theory-based approach is adopted. The purpose of the study is to examine the mediating role of basic psychological needs satisfaction (BPNS) in the relationship between perceived parenting behaviors (autonomy-support and involvement) and identity styles. Study sample is consisted of 265 undergraduate students. Data was collected using demographic information form, Perception of Parents Scale (POPS), Balanced Measure of Psychological Needs (BMPN) Scale, and Identity Styles Inventory-5. Hypothetical model was tested using Structural Equation Modeling. Results revealed that data showed good fit with the model ($\chi^2/df = 2,03$; RMSEA=0,06; GFI=0,91; CFI=0.96; NFI=0.91; SRMR=0.06). The path from mothers' behaviors to BPNS was statistically significant ($r=.68$; $p<.05$), and BPNS predicted all three of the identity styles (diffuse-avoidant, informative, and normative identity styles; $r=-.70, .36, -.23$; $p<.05$, respectively). However, fathers' behaviors were not predictors of BPNS ($r=.07$; $p>.05$). The indirect effects of mothers' behaviors on identity styles were found to be at different levels, all were statistically significant. 52% of the variance in basic psychological need satisfaction; 49% of the diffuse-avoidant identity style; 13% of the informative identity style; and 05% of the normative identity style were explained by the model. Mothers' behaviors predicted all of the three identity styles with the mediation of basic psychological needs satisfaction. However, indirect effects of the fathers' behaviors found to be insignificant. Findings are discussed in light of relevant literature.

This presentation is supported by TÜBİTAK 2224-A Grant Program for participation in scientific meetings abroad.

SELECTIVE TRUST IN PRESCHOOLERS: DEVELOPMENTAL PATHWAYS AND SOCIAL-COGNITIVE INFLUENCES

Ipek Salman¹, Jedediah WP Allen²

¹Izmir University of Economics, Izmir, Turkiye; ²Bilkent University, Ankara, Turkiye

ipek.salman_2022@alu.ieu.edu.tr

Selective trust is a fundamental component of social and cognitive development in early childhood, shaping how children form relationships, acquire knowledge, and navigate their social environments. This systematic review synthesizes existing empirical studies on the development of trust in preschool-aged children (3-6 years old), focusing on how trust emerges, its role in social interactions, and its impact on social-cognitive development. The development of trust during this period is closely linked to advances in the theory of mind, executive functions, language development, reflection, and children's growing ability to interpret others' errors or misinformation more accurately (e.g., false beliefs). A comprehensive search was conducted across several databases, including PsycINFO, PubMed, ERIC, and ScienceDirect. Empirical studies published between 2010 and 2025 were identified and analyzed following the PRISMA protocol. Key findings suggest that children's ability to assess the trustworthiness of informants is influenced by factors such as prior accuracy, intentions, and informants' social traits, including gender and language behavior. Moreover, the findings highlight that children's trust behavior is driven not only by the content of the information provided but also by the social context in which the information is delivered. Children demonstrate a willingness to revise their beliefs when confronted with unexpected testimony from reliable sources but are less likely to do so when faced with inaccurate informants. Future research should include longitudinal designs and cross-cultural comparisons to further investigate the contextual factors influencing trust development, such as parent-child attachment, peer relationships, and SES. Although existing research provides a broad perspective on the complexity of selective trust and its impact on social and cognitive development, future studies could also explore the factors that influence children's decision-making in situations where informants provide ambiguous or unclear answers.

TRACES OF CASTRATION COMPLEX ON PLAY THERAPY: A PSYCHOANALYTIC CASE STUDY

Meriç Manka, Selin Uçar Özsoy

Middle East Technical University, Türkiye

mmanka@metu.edu.tr

The term “castration complex” was first introduced by Freud as part of his broader theory of psychosexual development, particularly during the phallic stage which takes place between the ages of 3 to 6. Freud argued that the castration complex refers to the fear of losing one’s penis, which is often symbolically linked to the threat of punishment for inappropriate sexual desires, particularly in relation to the Oedipus complex. On the other hand, Lacan later expanded this concept and stated that it was not just about the fear of losing the penis but symbolized a deeper relationship of a subject to the symbolic order. Symbolic castration occurs when the child enters the symbolic order which is the realm of language, law, and social structures. In this process, the name of the father is introduced as a third party into the dyadic relationship between the mother and the child, establishing a boundary that enables the separation between the mother and the child. This allows the child to enter the symbolic order, and to become a desiring subject. However, this process also contains an element of threat and fear in itself and evokes anxiety for the child. In line with this, aggressive or frightening elements were observed during nondirective play therapy with a five year old girl. For instance, wild animals trying to eat the offsprings, or the cars crashing and causing accidents, or trying to crush the young animals, can be given as examples of threatening elements in play sessions. Furthermore, these were also evident in drawings that involves phallic associations, such as sharp protrusions like wings, teeth, tails, and claws, or images with harsh and definitive lines. This study focuses on how traces of castration complex show itself during nondirective play therapy sessions and to discuss them from a psychoanalytic perspective.

DEVELOPMENT OF SCALES MEASURING NORMATIVE ATTITUDES TOWARD MARRIAGE AND REPRODUCTION

Chiaki Konoshita, Keiichiro Ishimaru

Ochanomizu University, Japan

cakknst729@gmail.com

Marriage and reproduction are key aspects of adult development and psychosocial crises. Social norms surrounding these themes can stigmatize individuals who deviate from conventional expectations (e.g., sexual minorities, single individuals, or those without children). A review of existing scales revealed that while some measure individuals' desires to marry or have children, none assess normative attitudes—such as “Life without marriage is lonely,” “One should marry to reassure one’s parents,” “Raising children makes one a full-fledged adult,” or “Those without children are selfish.” This study aimed to develop two scales—the Marriage Normativity Scale and the Reproduction Normativity Scale—and evaluate their reliability and validity.

Through a rigorous development process, including feedback from nine experts and cognitive interviews, we created 17 (for the Marriage Normativity Scale) and 11 (for the Reproduction Normativity Scale) items rated on a seven-point Likert scale under two instructional conditions: internalized beliefs (“I think ~”) and perceived societal norms (“People generally think ~”). Data were collected from 921 Japanese-speaking individuals aged 18–69 through an online survey. In addition to the scales, participants also answered measures of gender role attitudes, political and religious attitudes for convergent validity, and autistic tendencies (AQ-J-10) for discriminant validity.

The scales demonstrated high internal consistency (Cronbach’s $\alpha > .90$) and strong structural validity (SRMR $< .15$). Construct validity was confirmed as the hypotheses were supported. These findings establish the scales as reliable and valid tools for research, practice, and broader applications.

Generational analysis revealed that teenagers scored the highest, while individuals in their 20s scored the lowest. Scores then increased with age up to the 60s, suggesting that developmental and societal factors shape normative attitudes. The high scores among teenagers may reflect their tendency to internalize family and generational values due to limited independence and social experience.

VALIDATION OF THE ADULT EXECUTIVE FUNCTIONING INVENTORY ON A SAMPLE OF FATHERS FROM THE CROATIAN POPULATION

Matea Bodrožić Selak, Marina Merkaš

Catholic University of Croatia, Croatia

matea.selak@unicath.hr

Executive functions encompass interconnected cognitive processes that enable purposeful and goal-directed behavior (Anderson, 2002; Hughes & Graham, 2002). They include skills such as planning, organization, initiating and monitoring activities, inhibition, cognitive flexibility, and response evaluation (Anderson, 2002). This study aims to examine the psychometric properties and factor structure of the Adult Executive Functioning Inventory (ADEXI; Holst & Thorell, 2016) on a sample of fathers from Croatia. The ADEXI is a scale developed to measure executive functions in adults. Participants were asked to rate how accurate each statement was for them on a scale from 1 to 5. The scale consists of 14 items, which, according to the original study by Thorell and Nyberg (2008), form two subscales: working memory and inhibition. The study included a total of 103 male participants, fathers of preschool-aged children. The average age of the participants was 39 years ($M = 39.30$; $SD = 4.36$; range 30–52 years). Results from the confirmatory factor analysis indicate a good model fit to the data (Little, 2013), confirming the originally proposed two-factor structure of the scale. Additionally, the scale demonstrated good psychometric properties in the sample of fathers from the Croatian population. These findings indicate that the ADEXI is a valid instrument and can be used for scientific and practical purposes in the Croatian context.

DEVELOPMENTAL ACCOMPLISHMENTS OF TODDLERS: PLAY AND SELF-REGULATION

Agnė Brandišauskienė¹, Monika Skerytė-Kazlauskienė²

¹Vytautas Magnus University, Lithuania; ²Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Monika.Skeryte-Kazlauskiene@fsf.vu.lt

Play, as the primary activity of early childhood, plays a fundamental role in various aspects of development, including cognitive, emotional, and social growth. It is also the first context in which children learn to suppress immediate impulses in an enjoyable and acceptable way. To engage in play, they must follow certain rules (Bodrova & Leong, 2015). While most research on play focuses on older preschool children (typically four or five years old), there is comparatively less research on the play of infants and toddlers (Fleer, 2009). Additionally, researchers emphasize that children's development varies, but on average, the ability to regulate actions and behavior begins to emerge around 36 months of age (McClelland, Cameron, & Dahlgren, 2018). Given that play is a critical driver of child development and learning, it is important to explore how toddlers engage in play and develop self-regulation.

This study investigates the relationship between toddlers' play and self-regulation skills. It was conducted in early childhood education institutions in Vilnius, where 19 early childhood teachers observed and assessed the play and self-regulation abilities of 70 children using *The Child's Play and Self-Regulation (CP&SR) Checklist* (Bredikyte & Brandisauskiene, 2023).

The results indicate that toddlers predominantly engage in object-oriented and action-oriented play. Their self-regulation skills in play are not yet well developed; they show interest and engage in play only episodically, with frequent interruptions due to external distractions. Additionally, adult involvement plays a crucial role in facilitating their play. However, findings also suggest that toddlers who demonstrate early symbolic play tend to have stronger self-regulation abilities within play contexts.

THE EARLY ROOTS OF ANTISOCIAL TRAITS: THE ROLE OF PEER REJECTION IN THE DEVELOPMENT OF EXTERNALIZING BEHAVIORS IN PRESCHOOLERS

Ipek Salman

Izmir University of Economics, Izmir, Türkiye

ipek.salman_2022@alu.ieu.edu.tr

Early childhood peer relationships play a crucial role in social, cognitive, and emotional development. Peer rejection has been consistently linked to the emergence of externalizing behaviors and early antisocial tendencies in preschoolers. Understanding this relationship is essential for early intervention and prevention strategies to mitigate long-term behavioral maladjustment. This systematic review synthesizes empirical evidence to explore how peer rejection in early childhood contributes to the development of externalizing behaviors, including aggression, impulsivity, and antisocial traits, in preschoolers. Additionally, this review examines potential mediating and moderating factors influencing this relationship. A systematic search was conducted across multiple databases, including PubMed, PsycINFO, and ResearchGate, following systematic review guidelines. Inclusion criteria required studies to (1) be published in peer-reviewed journals between 2009 and 2024, (2) focus on preschool-aged children (3–6 years old), (3) investigate the association between peer rejection and externalizing behaviors or antisocial traits, and (4) utilize longitudinal, cross-sectional, or experimental designs. Findings consistently demonstrate that peer rejection in early childhood significantly predicts increases in externalizing behaviors, including physical and verbal aggression, noncompliance, and impulsivity. Peer rejection fosters social alienation, reinforcing maladaptive attitudes toward authority and increasing the risk of antisocial behaviors. Key mediating factors include poor emotion regulation, executive dysfunction, harsh parenting, and deficient social skills, while protective factors such as teacher support, social skills training, and structured intervention programs help mitigate the negative effects of peer rejection. Additionally, children who experience peer rejection are more likely to associate with antisocial peers and to interpret ambiguous social cues as hostile, further reinforcing maladaptive behaviors. These findings highlight the critical importance of early interventions focusing on emotion regulation and positive peer relationships. Future research should explore the effectiveness of early intervention programs and the longitudinal impact of peer rejection across different developmental stages.

HOW MUCH PLAY IS LEFT IN CHILDHOOD?

Monika Skerytė-Kazlauskienė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Monika.Skeryte-Kazlauskieni@fsf.vu.lt

Play is one of the most essential activities in a child's life, according to prominent developmental psychologists such as Piaget, Vygotsky, and Bruner. Our research indicates that most teachers working in Lithuanian preschool education centers and kindergartens share this view. However, in practice, is there truly space for play in childhood? To explore this question, we conducted several studies.

In one study, we asked various individuals what they consider to be a good childhood. We inquired about their favorite childhood games, their children's favorite types of play, and whether they played frequently during their childhood. In another study involving Lithuanian preschool teachers, we examined children's opportunities for free play during their time in kindergarten.

Our findings revealed a significant positive correlation between the amount of play adults remember from their childhood and their well-being in the past two weeks (as measured by the WHO-5 Well-Being Index). We also found that while children in kindergartens do have some time to play, this time is usually what remains after other activities or occurs while waiting for scheduled tasks. Play is not a priority in most kindergartens, except for those with a play-centered approach, such as Waldorf or forest kindergartens.

For the conference, we will analyze generational perspectives on childhood and different types of play. We also aim to collect data from Lithuanian youth and students to examine how much they played during their childhood, their favorite types of play, and whether they consider play an important part of their early years. We are also gathering data to assess whether the situation in Lithuanian kindergartens regarding the time allocated for free play has changed.

MEASURING DIVERSE SEXUAL ORIENTATION: FOCUSING ON DIFFERENCES AT DEVELOPMENTAL STAGES

Chiaki Konoshita, Keiichiro Ishimaru

Ochanomizu University, Japan

cakknst729@gmail.com

Sexual orientation is closely tied to intimacy, a key developmental task in adulthood. The degree of attraction to specific targets varies among individuals and may fluctuate throughout even within individual development. Existing scales often measure specific sexual orientations separately, but no comprehensive scale simultaneously addressing heterosexuality, homosexuality, bisexuality, asexuality, and pansexuality has been identified.

This study aimed to (1) develop a “Comprehensive Sexual Orientation Scale” to measure diverse sexual orientations and evaluate its reliability and validity, and (2) examine differences in sexual orientation trends across developmental stages through age comparisons.

The scale includes three subscales: (I) eight items measuring sexual attraction to men, (II) eight items measuring sexual attraction to women, and (III) six items measuring pansexual tendencies. Items were developed through expert feedback and cognitive interviews, rated on a seven-point Likert scale. Data were collected from 921 Japanese-speaking individuals aged 18–69 via the Tokyo Rainbow Pride event and an online survey. Participants also answered questions about sexual experiences, sexual desire (SDI-2) for convergent validity, and mental health (K6) for discriminant validity.

The scales showed high internal consistency (Cronbach’s $\alpha > .90$) and strong structural validity ($\text{SRMR} < .15$). Construct validity was supported, with 75% of the hypotheses confirmed. Cutoff values were calculated using ROC curves: 17 points for (I), 26 points for (II), and 13 points for (III). Individuals exceeding cutoffs for both (I) and (II) but not (III) were categorized as having bisexual tendencies, while those below all cutoffs were categorized as having asexual tendencies.

Age comparisons revealed that among those who identify as women, sexual attraction generally decreased with age after their twenties, potentially reflecting developmental differences. Pansexual tendencies also declined with age across genders, possibly influenced by social factors such as increased awareness of gender and sexuality.

LINKS BETWEEN PSYCHOLOGICAL WELL-BEING AND LIFE SATISFACTION AMONG EUROPEANS AGED 50 AND OLDER

Olga Zamalijeva¹, Antanas Kairys¹, Audronė Liniauskaitė²

¹Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania;

²Department of Psychology, Klaipėda University, Lithuania

olga.zamalijeva@fsf.vu.lt

Understanding the determinants of positive aging is becoming increasingly important as the European population continues to age. While multiple indicators of well-being have been proposed (e.g., life satisfaction, subjective well-being), the question of whether these represent the same construct or distinct yet related phenomena remains unanswered. By leveraging a large, multinational sample and applying a cross-lagged path model, our research aims to clarify the mutual relationship and stability of psychological well-being and life satisfaction.

Method. The data from waves 7, 8, and 9 of the Survey of Health, Ageing and Retirement in Europe (SHARE) were used. Data from European residents (N=51,195) across 27 countries, aged 50 and older (M=67.2, SD=8.9), were analyzed. Women comprised 57.8% of the sample. This research received funding from the Research Council of Lithuania (LMTLT), agreement No. S-MIP-24-19.

Following indicators were used: psychological well-being (CASP-12; Hyde et al., 2003), life satisfaction (one question), age, gender. A cross-lagged path model was applied to examine the co-change of psychological well-being and life satisfaction. Age and gender were included as predictors of baseline (wave 7) well-being and life satisfaction.

Results. The fit indices indicated an acceptable fit ($\chi^2(df=12)=4804.2$, $p<0.001$; CFI=0.948; RMSEA=0.088; SRMR=0.04), considering the low degrees of freedom and large sample size. Standardized coefficients indicated substantial stability in life satisfaction and high stability in well-being. The cross-lagged paths from well-being to life satisfaction were stronger than the paths from life satisfaction to well-being.

Discussion. The findings reveal a robust and stable association between psychological well-being and life satisfaction over time, with well-being exerting a stronger effect on subsequent life satisfaction than vice versa. This allows for the assumption that psychological well-being, which encompasses various emotional and cognitive aspects, may potentially play a greater role in the formation of life satisfaction, which is more cognitive in nature.

BEYOND OVERLAP: A THEORETICAL INTEGRATION OF PERFECTIONISM AND IMPOSTOR PHENOMENON

Anushree Bhatia, Allison Ryan

University of Michigan, United States of America

anbhatia@umich.edu

Perfectionism and impostor phenomenon are often studied separately, yet they share psychological mechanisms such as fear of failure, self-doubt, and sensitivity to external evaluation. While perfectionism is typically a drive for flawlessness, impostor phenomenon reflects a persistent fear of being exposed as incompetent despite evident success. Though highly correlated, the relationship between these constructs remains unclear—does perfectionism fuel impostorism, or are they distinct forms of self-evaluation shaped by external pressures?

This literature review synthesizes peer-reviewed empirical studies from the past decade, focusing on college students and emerging adults. Search terms addressed both constructs and intersectional identities, and a systematic search of ERIC via ProQuest and PsycINFO using the Boolean string (perfection OR exceptional* OR conscientiousness OR “performance standards” OR “impostor phenomenon”) AND ((BIPOC OR “of color” OR minoriti* OR marginali*) N5 (students OR womn OR girls OR female)) yielded 97 articles. After screening, 14 peer-reviewed articles and 3 book chapters were selected.

A two-stage screening and two-pass coding process were used to identify relevant studies and categorize them by definitions, methods, findings, and theoretical frameworks. Themes were synthesized to examine how perfectionism and impostor feelings overlap and diverge, particularly in academic contexts shaped by race and gender.

Findings suggest socially prescribed perfectionism is especially linked to impostor feelings, underscoring the role of external expectations in reinforcing self-doubt. Yet, the interaction between these constructs across diverse academic and sociocultural settings remains underexplored.

This poster presents key points of convergence and divergence between the two constructs, highlights theoretical gaps, and poses questions for future research—particularly the need for longitudinal, context-sensitive studies. By offering an integrated, intersectional perspective, this review refines how we conceptualize perfectionism and impostor phenomenon in academic development.

PARENTING SELF-EFFICACY AMONG UKRAINIAN MOTHERS LIVING IN POLAND: A MIXED METHODS STUDY

Joanna Boruszak-Kiziukiewicz^{1,2}, Grażyna Kmita^{1,2}, Andrzej Cudo³, Olga Dussart⁴, Olena Trembovetska¹

¹University of Warsaw, Poland; ²Institute of Mother and Child, Poland; ³John Paul II Catholic University of Lublin, Poland; ⁴Polish Academy of Sciences, Poland

joanna.boruszak@psych.uw.edu.pl

Immigrant parents, apart from difficulties with their acculturation, may experience tensions related to raising a child and playing a special role for their children in the process of adapting to the new culture. Our study aimed to analyze cultural and relational predictors of parenting self-efficacy (PSE) in Ukrainian mothers living in Poland with their 2 to 6-year-old children. In addition, links between PSE and mother-child dyadic functioning were also analysed.

Mothers (n=400) completed an online survey, and a subgroup (n=100) agreed to participate in the recordings of parent-child interaction. The measurement of PSE was based on four approaches to conceptualizing (and studying) PSE. Other measures comprised: The Social Identification Scale, The Multidimensional Scale of Perceived Social Support, and The Depression-Anxiety-Stress Scale. Parent-child interaction was evaluated using the Keys to Interactive Parenting Scale (KIPS).

Four distinct latent profiles were identified based on a multifaceted measurement of PSE. Ukrainian mothers with a low level of PSE reported higher levels of acculturation stress, lower levels of social identity, and lower socio-economic status in Poland than mothers with a high level of PSE. They declared lower levels of social support, relationship satisfaction, and higher stress levels than mothers from all other groups. Levels of parental stress and child behavioral problems were higher among Ukrainian mothers with lower levels of PSE than in other groups. Preliminary data analysis from KIPS showed that mothers with a higher level of PSE presented more emotionally supportive behaviours towards their children than mothers with a medium level of PSE.

Ukrainian parents living in Poland are an understudied and underserved population in clinical psychology. The current study provides missing information on Ukrainian parental functioning, specifically about the complex relationships of PSE with relational and cultural variables.

UNDERSTANDING PROCRASTINATION IN MATH LEARNING THROUGH THE PERSPECTIVE OF EXPECTANCY-VALUE THEORY

Dovilė Butkienė, Saulė Raižienė, Lauryna Rakickienė

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

dovile.butkiene@fsf.vu.lt

Expectancy-Value Theory (EVT) provides a valuable framework for studying academic procrastination, as it emphasizes both positive and negative dimensions of motivational beliefs. Procrastination is an avoidance behavior, and EVT acknowledges that while positive task values can encourage engagement, negative factors such as perceived costs may contribute to avoidance. This suggests that task values may differentially relate to approach- and avoidance-oriented learning behaviors, including procrastination. This study examines how both positive (expectancies and values) and negative (costs) motivational beliefs relate to procrastination in math learning.

The sample consisted of 1487 ninth-graders (55.9 % girls; mean age = 14.88) from 24 schools. Students completed self-report measures of academic procrastination and motivational beliefs, including expectancies for success, interest, utility and attainment value, as well as effort, opportunity, ego and emotional cost.

A three-step multiple hierarchical regression analysis was conducted where procrastination in math learning was a dependent variable. Gender and prior math achievement were entered as control variables at step one. Expectancy and task values were entered at step two. Perceived costs were entered at step three. Each step yielded significant change in R^2 , with final model explaining 24.7 % of the variation of procrastination. Gender, prior achievement, interest value, attainment value, effort cost and emotional cost proved to be significant predictors in the final regression model. The strongest predictor of procrastination was emotional cost, while effort cost predicted procrastination to a lesser extent. The dimensions of positive task value – interest and attainment – also predicted academic procrastination. Our results differ from Jiang et al. (2018), who found that only cost, but not value, predicts academic procrastination. This difference may be explained by the inclusion of specific value and cost dimensions in our predictive models and highlights the need for further refinement of the constructs of value and cost.

The Abstract Book of the 22nd European Conference on
Developmental Psychology / August 25–29, 2025. Vilnius,
Lithuania. Sudarytojos: Vilmantė Pakalniškienė, Roma
Jusienė, Olga Zamalijeva. – Vilnius: Vilniaus universiteto
leidykla, 2026. – 717 p.

ISBN 978-609-07-1244-3 (skaitmeninis PDF)

Dailininkė *Jurga Tėvelienė*
Maketuotoja *Nijolė Bukantienė*

Vilniaus universiteto leidykla
Saulėtekio al. 9, LT-10222 Vilnius
info@leidykla.vu.lt, www.leidykla.vu.lt
Knygos internete *knygynas.vu.lt*
Mokslo periodikos žurnalai *zurnalai.vu.lt*

